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ABSTRACT

This curriculum guide provides materials for a four-unit course at the secondary level in family and individual services. Unit objectives are listed and referenced to the content outline that follows. The four units cover these topics: recognizing family and individual needs, resources for meeting family and individual needs, using services to meet family and individual needs, and career ladders in family and individual service fields. Each unit begins with an overview. For each objective in the unit, these types of information are provided: a topical outline; a list of suggested learning activities; a resource list of books, pamphlets, audiovisual materials, and/or speakers; and discussion questions. Activity sheets for the entire unit are found at the end of each unit. (YLB)

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FAMILY AND INDIVIDUAL SERVICES

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FAMILY AND INDIVIDUAL SERVICES

UNIT OBJECTIVES

THE STUDENTS WILL BE ABLE TO:

Outline Reference	Corresponding Objectives
I-A1	Demonstrate an understanding of various theories that explain the development of basic human needs.
I-A2	Identify the four areas of human development and analyze their personal development in each area.
I-B1	Describe five factors that affect human needs and develop a profile relating these factors to their personal lives.
I-B2	Identify and describe 7 crisis situations and describe how they might affect the individual and the family.
I-B3	Describe ways in which people attempt to meet needs.
I-B4	Provide examples of situations which illustrate conflicting needs.
I-B5	Distinguish between wants and needs and describe cultural and environmental factors which influence these concepts.
I-C1	List the stages of the life cycle, describe typical behavior at each stage, and provide examples of individual differences.
I-C2	Identify and compare needs and expectations as they change throughout the life cycle.
I-D1	Identify and describe the historical structure and role of families and individuals.
I-D2	Describe new and emerging roles for individuals and families, identifying social, economic and cultural changes that have contributed to their development.

UNIT OBJECTIVES (continued)

Outline Reference	Corresponding Objectives
I-D3	**Compare and contrast traditional and emerging roles for families and individuals in relationship to personal values and expectations.**
II-A1	Identify and describe TIME as a family and individual personal and family resource which may be used to solve problems and meet needs.
II-A2	Identify and describe ENERGY as a family and individual resource which may be used to solve problems and meet needs.
II-A3	Identify and describe skills and talents as family and individual resource which may be used to solve problems and meet needs.
II-A4	Identify and describe EDUCATION as a family and individual resource which may be used to solve problems and meet needs.
II-A5	Identify and describe SOCIAL CONTACTS as family and individual resources which may be used to solve problems and meet needs.
II-B1	Define the term community and describe their own community in terms of its governmental structure and the resources available to individuals and families.
II-B2	Identify and describe the various service categories of community resources available to meet personal and family needs.
II-C1	Select and describe the appropriate delivery system(s) within their community to meet specific needs in the area of DAY CARE. a. Housing and Related Concerns b. In-home Care c. Legal Services

UNIT OBJECTIVES (continued)

Outline Reference	Corresponding Objectives
II-C2	Select and describe the appropriate delivery system(s) within their community to meet specific needs in the area of PROTECTIVE SERVICES FOR CHILDREN.
II-C3	Select and describe the appropriate delivery system(s) within their community to meet specific needs in the area of TRANSPORTATION.
II-C4	Select and describe the appropriate delivery system(s) within their community to meet specific needs in the area of FAMILY PLANNING.
II-C5	Select and describe the appropriate delivery system(s) within their community to meet specific needs in the area of CONSUMER PROTECTION.
II-C6	Select and describe the appropriate delivery system(s) within their community to meet specific needs in the area of EDUCATION AND TRAINING
II-C7	Select and describe the appropriate delivery system(s) within their community to meet specific needs in the area of HEALTH SERVICES.
II-C8	Select and describe the appropriate delivery system(s) within their community to meet specific needs in the area of ALCOHOL AND DRUG ABUSE.
II-C9	Select and describe the appropriate delivery system(s) within their community to meet specific needs in the area of MULTI-SERVICES FOR SUB-POPULATIONS.
III-A1	Define stress and provide examples of factors which contribute to its presence.
III-B1	Analyze specific family and individual need situations to identify and define the problem(s).
III-B2	Analyze specific family and individual need situations to identify and define the need(s).

UNIT OBJECTIVES (continued)

Outline Reference	Corresponding Objectives
III-B3	Analyze specific family and individual need situations to identify goals and expectations.
III-B4	Analyze specific family and individual need situations to identify the costs and benefits of various approaches to problem solving.
III-C1	Use personal contacts to locate community resources to meet specific family and individual needs.
III-C2	Use the telephone directory as a tool for locating community resources to meet specific family and individual needs.
III-C3	Use the services of the Chamber of Commerce to locate community resources to meet specific family and individual needs.
III-C4	Use outreach centers to locate community resources to meet specific family and individual needs.
III-C4	Use outreach centers to locate community resources to meet specific family and individual needs.
III-C5	Use other agencies and avenues as they exist in the community to locate resources to meet specific family and individual needs.
III-D1	Review an agency's goals and regulations in relation to specific individual and family needs.
III-D2	Review an agency's policies and regulations in order to determine client-eligibility requirements.
III-D3	Identify and describe preventative maintenance and follow-up procedures that may be used by agencies, individuals and families.

UNIT OBJECTIVES (continued)

Outline Reference	Corresponding Objectives
IV-A1	Identify the skills and aptitudes desirable for persons employed in the Family and Individual Service Fields.
IV-A2	Identify the individual interests and personality characteristics desirable for persons employed in Family and Individual Service Fields.
IV-B1	Describe the typical functions and educational requirements of Aides or Trainees employed in Family and Individual Service Fields.
IV-B2	Describe the typical functions and educational requirements of Associate level employees in Family and Individual Service Fields.
IV-B3	Describe the typical functions and educational requirements of Professionals employed in Family and Individual Service Fields.
IV-B4	Describe the typical functions and educational requirements of Advanced Professionals employed in Family and Individual Service Fields.
IV-B5	Describe the typical functions and educational requirements of Volunteers working in Family and Individual Service Fields.

UNIT OUTLINE:

1. Recognizing Family and Individual Needs
    A. Human Needs
        1. Supportive Theories
            a. Maslow
            b. Erikson
            c. Others
        2. Areas of Development
            a. Physical
            b. Intellectual
            c. Emotional-psychological
            d. Social
    B. The Environment and Situational Reactions
        1. Factors that Shape Needs
            a. Heredity
            b. Environment
            c. Culture
            d. Economics
            e. Religion
        2. Crisis Situations
            a. Illness
            b. Death
            c. Monetary concerns
            d. Divorce
            e. Alcohol and Drug Abuse
            f. Incarceration
            g. Other
        3. How Needs are Met

UNIT OUTLINE (continued)

4. Conflicting Needs

5. Needs Versus Wants

C. Life Cycles

1. Defining Stages

a. Preschool

b. Preadolescence

c. Adolescence

d. Adult

e. Senior Citizen

1. Unmarried

2. Married

3. Parenting

4. Mid-life crisis

2. Expectations and Needs of Each Stage

a. Social

b. Emotional

c. Physical

d. Intellectual

D. Individual and Family Roles

1. Historical and Traditional Roles

2. New and Emerging Roles

a. Single parent families

b. Cohabitation

c. Non-traditional career choice

3. Personal Expectations

UNIT OUTLINE (continued)

II. Resources for Meeting Family and Individual Needs

A. Family Resources

1. Time

2. Energy

3. Skills and Talents

4. Education

5. Social contacts

a. Extended family

b. Friends

c. Church

d. Fraternal organizations

B. The Local Community

1. Definition of Community

2. Service Categories

a. Moral and ethical

b. Educational

c. Administrative

d. Human development

e. Recreational

f. Outreach

C. Delivery Systems

1. Day Care

2. Housing and Related Concerns

3. In-home Care

UNIT OUTLINE (continued)

C. Delivery Systems (continued)

4. Legal Services

5. Protective Services for Children

6. Transportation

7. Family Planning

8. Consumer Protection

9. Education and Training

10. Health Services

11. Alcohol and Drug Abuse

12. Multi-services for Sub-populations

a. Elderly

b. Handicapped

c. Women

d. Racial and Ethnic Minorities

e. Other

III. Using Services to Meet Family and Individual Needs

A. Situational Definition

1. Understanding Stress

2. Defining the Problem(s)

3. Defining the Need(s)

4. Goals and Expectations

5. Costs and Benefits

a. Time

b. Money

c. Energy

UNIT OUTLINE (continued)

B. Locating Services

1. Personal Contacts

2. Telephone Directory

3. Chamber of Commerce

4. Outreach Centers

5. Other

C. Review and Evaluation of Potential Services

1. Agency Goals

a. Preventive services

b. Interventive services

2. Client Eligibility

a. Regulations and policies

b. Limitations and capabilities

3. Preventive Maintenance and Follow-up

IV. Career Ladders in Family and Individual Service Fields

A. Orientation

1. Skills and Abilities

2. Personal Qualities

B. Job Titles

1. Trainee or Aide (no formal postsecondary education)

2. Associate (Associate Degree)

3. Beginning Professional (Bachelor's Degree)

4. Advanced Professional (Master's Degree)

5. Volunteer (Varying educational experience)

UNIT I

RECOGNIZING FAMILY AND INDIVIDUAL NEEDS

OVERVIEW

The information and learning activities presented in this unit are designed to introduce the student to the major components of human needs development. A review of prominent behavioral theories provides a basis for the examination of factors which contribute to the formation of personal needs, wants, and expectations. Typical behavior patterns and changes in needs are traced throughout the life cycle, with emphasis on individual differences which can contribute to unique need situations. Students are exposed to alternative methods of meeting basic needs, conflicting needs, and those needs that result from crisis situations.

A historical review of traditional family structure and individual behavior patterns evolves into a study of new and emerging roles. An examination of the social, economic, and cultural changes contributing to the development of non-traditional roles provides the student with a foundation for forming personal values and expectations. Learning activities have been designed to help the student analyze personal development, assess values and expectations, and to consider possible reactions as well as alternatives to meeting needs that may result from the occurence of unexpected events.

UNIT I

RECOGNIZING FAMILY AND INDIVIDUAL NEEDS

OBJECTIVE I-A1

The student will be able to demonstrate an understanding of various theories that explain the development of basic human needs.

TOPICAL OUTLINE	SUGGESTED LEARNING ACTIVITIES	RESOURCES
I. Recognizing Family and Individual Needs A. Human Needs 1. Supportive Theories a. Maslow b. Erikson c. Others	1. Brainstorm definition of a need. 2. Compare student-developed need lists with those of theorists. 3. Draw comparisons among various theories of human need. 4. Collect commercial ads from magazines that appeal to basic needs.	Books: Erikson, E. H. Childhood and Society New York: Norton, 1963. Westlake, H. G. Relationships: A Study in Human Behavior. Lexington, MA: Ginn and Co., 1980. Maslow, A. H. Motivation and Personality. New York: Harper and Row Publications, Inc., 1954. Strean, H. S. Personality Theory and Social Work Practice. Metuchen, NJ: Scarecrow Press, 1975. Pamphlets: Exploring Childhood. Making Connections. Education Development Center, Inc., 55 Chapel St., Newton, MA 02160, 1973.

DISCUSSION QUESTIONS

1. What are theories, and why are we concerned with them?
2. Are basic needs the same for all cultures? For all individuals in the same culture?
3. Are people basically good or evil? Active or passive?
4. Do human beings have free will or are their lives predetermined by outside forces?

NOTES

RESOURCES

Audiovisual Materials:

Basic Concepts In Relationships, 4 filmstrips. Maclean Hunter Learning Resources, PO Box 4381 Grand Central Station, New York, NY 10017. Summary - Explores personal needs and values, roles of peers and parents, and communication in relationships.

Consumer Advertising, filmstrip. Proctor and Gamble Educational Services, 2261 Spring Grove Ave., Cincinnati, OH 45214. Summary - Addresses the role advertising plays on human needs.

Why We Do What We Do: Human Motivation, 3 filmstrips. Human Relations Media, 175 Tompkins Ave., Pleasantville, NY 10570. Summary - Explores physiological, psychological, and learned drives.

UNIT I

RECOGNIZING FAMILY AND INDIVIDUAL NEEDS

OBJECTIVE I-A2

The student will be able to identify the four areas of human development and analyze personal development in each area.

TOPICAL OUTLINE	SUGGESTED LEARNING ACTIVITIES	RESOURCES
I. Recognizing Family and Individual Needs A. Human Needs 2. Areas of Development a. Physical b. Intellectual c. Emotional-psychological d. Social	1. Create a bulletin board or collage showing levels of physical and social development. 2. Analyze your personal development in each area of human needs. 3. Interview people of different ages using the suggested interview questions. (Activity Sheet I-A2.)	Audiovisual Materials: Half a Year Apart, film. Exploring Childhood Program, Education Development Center, Inc., 55 Chapel St., Newton, MA 02160. Summary - Compares needs and development of two young children playing with water. The Well-adjusted Personality: The Human Ideal, 2 filmstrips. Human Relations Media, 175 Tompkins Ave., Pleasantville, NY 10570. Summary - Explores qualities of well adjusted personalities.

OBJECTIVE I-A2

DISCUSSION QUESTIONS

1. In what ways are you still the person you were at eight?
2. How might development in one area enhance or impede development in another?
3. Why is someone with a high I.Q. not necessarily a good student?
4. What is the difference between an extrovert and an introvert?
5. Discuss and debate the following statements about maturity:
   - A. The mature person is guided by long-term purposes rather than by immediate desires.
   - B. The mature person accepts things and people the way they are.
   - C. The mature person accepts the authority of others.
   - D. The mature person accepts himself as an authority without a sense of bravado or a sense of guilt.
   - E. The mature person can defend himself from his own personal impulses as well as from attacks by others.
   - F. The mature person is able to work without being a slave, and play without feeling a compulsion to work.
   - G. A mature person is able to accept his own gender identity and gender relationships.
   - H. The mature person is capable of unselfish love.

NOTES

UNIT I

RECOGNIZING FAMILY AND INDIVIDUAL NEEDS

OBJECTIVE I-B1

The student will be able to describe five factors that affect human needs and develop a profile relating these factors to their personal lives.

TOPICAL OUTLINE	SUGGESTED LEARNING ACTIVITIES	RESOURCES
I. Recognizing Family and Individual Needs B. The Environment and Situational Reactions 1. Factors that Shape Needs a. Heredity b. Environment c. Culture d. Economics e. Religion	1. Explore studies about identical twins separated early in life. 2. Conduct a class discussion with a genetic counselor. 3. Discuss the influence of the media on the perception of male and female roles. 4. Write an autobiographical sketch describing the influences of heredity, environment, culture, economics and religion. 5. Develop and explore case studies to determine how family and individual needs vary.	Pamphlets: Exploring Childhood. Children in Society. Education Development Center, Inc., 55 Chapel St., Newton, MA 02160, 1973. Audiovisual Materials: Howie at Home, Howie at School, and Rachel at Home, 3 short films. Exploring Childhood Program, Education Development Center, Inc., 55 Chapel St., Newton, MA 02160. Summary - Compares socializing influences on two children from diverse ethnic and cultural backgrounds. Young Children on the Kibbutz, film. Exploring Childhood Program, Education Development Center, Inc., 55 Chapel St., Newton, MA 02160. Summary - Explores child rearing practices of the Israeli kibbutz movement.

OBJECTIVE I-B1(continued)

DISCUSSION QUESTIONS

1. How may a baby's behavior be shaped by parents?
2. How and why are you like or unlike your parents?
3. How does heredity contribute to appearance? To intellect?
4. How are we influenced by our environment, peers, culture, etc.?
5. Compare and contrast organized religion and individual spirituality.

NOTES

RESOURCES

Speakers:

Genetic counseling and treatment center representative.

UNIT I

RECOGNIZING FAMILY AND INDIVIDUAL NEEDS

OBJECTIVE I-B2

The student will able to identify and describe 7 crisis situations and describe how they might affect the individual and the family.

TOPICAL OUTLINE	SUGGESTED LEARNING ACTIVITIES	RESOURCES
I. Recognizing Family and Individual Needs B. The Environment and Situational Reactions 2. Crisis Situations a. Illness b. Death c. Monetary concerns d. Divorce e. Alcohol and drug abuse f. Incarceration g. Other	1. Describe a personally stressful situation or give an example of a stressful situation in the news. 2. Listen to record, A Case of Family Stress. Record sources of family stress. 3. Rate your individual and your family's stress on the Holmes and Rahe's Scale of Life Changes. (Activity Sheet I-B2) 4. Write a few paragraphs describing how you would picture death if it were a person. 5. Discuss case studies from Raising a Family Alone. 6. Research prison life. Take a field trip to a minimum security prison.	Books: Green, H. I Never Promised You A Rose Garden. New York: Holt, Rinehart, and Winston, 1964. Ross, E. K. On Death and Dying. New York: MacMillan, 1969. Pamphlets: Exploring Childhood. Raising a Family Alone. Education Development Center, 55 Chapel St., Newton, MA 02160, 1973. Records: Exploring Childhood. A Case of Family Stress. Education Development Center, Inc., 55 Chapel St., Newton, MA 02160.

OBJECTIVE I-B2(continued)

DISCUSSION QUESTIONS

1. Discuss the origin and effects of prejudice.
2. What is meant by mental or emotional illness?
3. How might unemployment, illness, or substance abuse cause other problems?

NOTES

RESOURCES

Audiovisual Materials:

Child Abuse and Neglect, filmstrip. Maclean Hunter Learning Resources, PO Box 4381 Grand Central Station, New York, NY 10017. Summary - Explores causes and kinds of abuse and neglect as well as preventions and intervention measures.

Children in Crises, 5 filmstrips. Parents Magazine Films Inc., Communications Park, Box 5000, Mt. Kisco, NY 10549. Summary - Explores the effects of child abuse, death, illness, and divorce.

Death and Dying: Closing the Circle, 5 filmstrips. Guidance Associates, Communications Park, Box 3000, Mt. Kisco, NY 10549. Summary - Topics include the suppression of death-awareness, a young boy's fight against leukemia, and the role of health care professionals.

Facing Family Stress, filmstrip. Maclean Hunter Learning Resources, PO Box 4381 Grand Central Station, New York, NY 10017. Summary - Explores dealing with stress through communication and outside help.

Speakers:

Representatives from the Visiting Nurse Association, Visiting Homemakers, Alcoholics Anonymous, Special Schools for the Handicapped or the Disadvantaged, a Funeral Home, Parents without Partners.

UNIT I

RECOGNIZING FAMILY AND INDIVIDUAL NEEDS

OBJECTIVE I-B3

The student will be able to describe ways in which people attempt to meet needs.

TOPICAL OUTLINE	SUGGESTED LEARNING ACTIVITES	RESOURCES
I. Recognizing Family and Individual Needs B. The Environment and Situational Reactions 3. How Needs are Met	1. Observe and discuss coping mechanisms including denial, displacement, identification, rationalization, repression, sublimation, regression, and projection. 2. Research laws passed to help families meet needs. (Examples: social security, welfare laws.) 3. Divide class into several families and a few individuals. Give them scenarios of crisis situations. Have them present their stories, along with plans to meet needs.	Books: American Psychiatric Association. A Psychiatric Glossary, Washington, D.C., 1975. Turner, F.J. Social Work Treatment. New York: Free Press, 1979. Westlake, H. G. Relationships: A Study in Human Behavior. Lexington, MA: Ginn and Co., 1980 Audiovisual Materials: Managing Stress, Anxiety and Frustration, 4 filmstrips. Human Relations Media, 175 Tompkins Ave., Pleasantville, NY 10570. Summary - Explores the effects of stress on the body and offers specific techniques for stress management.

OBJECTIVE I-B3

DISCUSSION QUESTIONS

1. Debate the following statements:

   A. Defense mechanisms are used only to save face.

   B. Defense mechanisms are healthy vehicles to solve problems.

2. Do present welfare laws make it easier or more difficult for families to meet needs?

3. How is an industrialized society more interdependent in terms of meeting needs than an agricultural society?

4. How do people depend on families, social, emotional, physical, and intellectual resources to meet needs during a crisis situation?

NOTES

UNIT I

RECOGNIZING FAMILY AND INDIVIDUAL NEEDS

OBJECTIVE I-B4

The student will be able to provide examples of situations which illustrate conflicting needs.

TOPICAL OUTLINE	SUGGESTED LEARNING ACTIVITIES	RESOURCES
I. Recognizing Family and Individual Needs B. The Environment and Situational Reactions 4. Conflicting Needs	1. Have students write "Dear Abby" letters presenting conflicting needs. Have other class members answer these letters, suggesting solutions. Class discussion can follow each reading of a letter and its solution. 2. Have students write about situations involving conflicting needs among friends or family. Role play these situations. (Activity Sheet I-B4.)	Books: Turner, F. J. Social Work Treatment. New York: Free Press, 1979. Audiovisual Materials: Problem Solving: Using Your Head Creatively, 4 filmstrips. Human Relations Media, 175 Tompkins Ave., Pleasantville, NY 10570. Summary - Explores problem solving in every day situations.

OBJECTIVE I-B4

DISCUSSION QUESTIONS

1. How does Maslow's hierarchy of needs apply to the way we make decisions about conflicting needs?

2. Cite some examples of conflicting needs in the following situations:

   A. Wealth vs. friendship or love.

   B. Togetherness vs. privacy.

3 What needs should take precedence? Who should decide?

4. How might a conflicting need in a family lead to family disorganization or break-up? Can conflicting needs foster a stronger family unit?

NOTES

UNIT I

RECOGNIZING FAMILY AND INDIVIDUAL NEEDS

OBJECTIVE I-B5

The student will be able to distinguish betweens wants and needs and describe cultural and environmental factors which influence these concepts.

TOPICAL OUTLINE	SUGGESTED LEARNING ACTIVITIES	RESOURCES
I. Recognizing Family and Individual Needs B. The Environment and Situational Reactions 5. Needs versus Wants	1. Research family life in other cultures or other historical times. Describe how the environment influences needs and wants. 2. Describe some changes in needs and wants at different ages. (Examples: 6 months old, 4 years old, 18, 25, 40, 70 years old.) 3. Write a paper describing how your needs and wants might change if you moved.	Audiovisual Materials: Generations of Lifestyles, filmstrip. Maclean Hunter Learning Resources, PO Box 4381 Grand Central Station, New York, NY 10017. Summary - An overview of a variety of lifestyles, both past and present.

OBJECTIVE I-B5

DISCUSSION QUESTIONS

1. Cite examples of wants that can become needs.
2. How can financial status influence wants and needs?
3. Recall recent purchases you have made. Which were wants, and which were needs?
4. When does the desire to self-actualize exceed the need to eat or sleep?
5. Referring to Maslow's hierarchy, discuss the difference between physical, psychological, social, emotional, and spiritual wants or needs.

NOTES

UNIT I

RECOGNIZING FAMILY AND INDIVIDUAL NEEDS

OBJECTIVE I-C1

The student will be able to list the stages of the life cycle, describe typical behavior at each stage, and provide examples of individual differences.

TOPICAL OUTLINE

I. Recognizing Family and Individual Differences

C. Life Cycles

1. Defining Stages

a. Preschool

b. Preadolescence

c. Adolescence

d. Adult

1. Unmarried

2. Married

3. Parenting

4. Mid-life crisis

e. Senior citizen

SUGGESTED LEARNING ACTIVITIES

1. Create a bulletin board depicting the changing stages of life.

2. Research the effects of birth order on a child.

3. Carry a raw egg (decorated to represent your baby) around for 2 days. (Activity Sheets I-C1.)

4. Role play experiences at various stages of the life cycle. (Example: walking with a pebble in one's shoe to become sensitized to disability in old age.)

5. Field trips: Nursery School, Nursing Home, Recreation Center.

RESOURCES

Books:

Barocas, H., Reichman, W., & Schwebel, A. I. Personal Adjustment and Growth: A Life-span Approach. New York: St. Martin's Press, 1983.

Erikson, E. H. Childhood and Society New York: Norton, 1963.

Audiovisual Materials:

The Eight Stages of Human Life: Prenatal to Late Childhood, and The Eight Stages of Human Life: Adolescence to Old Age. 4 filmstrips, Human Relations Media, 175 Tompkins Ave., Pleasantville, NY 10570. Summary - Explores the stages of the human life cycle, and the physical, mental and emotional development, crises and problems specific to each group.

Speakers:

Parents, expectant parents, pre-school teachers, senior citizens.

OBJECTIVE I-C1

DISCUSSION QUESTIONS

1. What age would you like to be right now? Why?
2. How do various roles evolve? Breadwinner? Homemaker? Combination roles?
3. When exactly does one become an adolescent, an adult, an elderly person?
4. What are some of the significant "rites of passage" in our culture?
5. Has contemporary society been more flexible in terms of gender role stereotypes? If so, is this true throughout the life cycle?

NOTES

UNIT I

RECOGNIZING FAMILY AND INDIVIDUAL NEEDS

OBJECTIVE I-C2

The student will be able to identify and compare needs and expectations as they change throughout the life cycle.

TOPICAL OUTLINE	SUGGESTED LEARNING ACTIVITIES	RESOURCES
I. Recognizing Family and Individual Differences C. Life Cycles 2. Expectations and Needs of each stage a. Social b. Emotional c. Physical d. Intellectual	1. Speculate about needs and expectations at each stage of the life cycle. Post lists on chalkboard or on large poster paper taped to the wall. 2. Research needs and expectations of each life cycle stage. Compare these with lists made up in former exercise. 3. Write about - What I was like 5 years ago and What I will be like 5 years from now. Compare needs and expectations. 4. Role-play Havighurst's developmental tasks. Identify the age with which the tasks are associated.	Books: Havighurst, R. J. Human Development and Education. New York: David McKay Co., 1953. Sheehy, G. Passages. New York: Dutton, 1976. Audiovisual Materials: See I-C1.

OBJECTIVE I-C2

DISCUSSION QUESTIONS

1. Identify some ways in which life cycle age groups are stereotyped.

2. During which stage of the life cycle are social needs strongest? Emotional needs? Physical needs? Intellectual needs? Spiritual needs?

3. Identify needs common to all stages of the life cycle.

4. How do you feel your needs and expectations will change as you enter adulthood?

NOTES

UNIT I

RECOGNIZING FAMILY AND INDIVIDUAL NEEDS

OBJECTIVE I-D1

The student will be able to identify and describe the historical structure and role of families and individuals.

TOPICAL OUTLINE	SUGGESTED LEARNING ACTIVITIES	RESOURCES
I. Recognizing Family and Individual Needs D. Individual and Family Roles 1. Historical and Traditional Roles	1. Create a collage entitled - What is a family? 2. Explore your family origin. 3. Explore historical roles in primitive families, Old Testament families, agrarian society, Indian cultures, etc.	Audiovisual Materials: Family Life: The Family in Transition, 4 filmstrips. Maclean Hunter Learning Resources, PO Box 4381 Grand Central Station, New York, NY 10017. Summary - Explores the changing roles of the family. Speakers: Social Studies Teacher, Historian.

OBJECTIVE I-D1

DISCUSSION QUESTIONS

1. What is a family?
2. Discuss the quotation:

   "Home is where, when you have to go there, they have to take you in." .....Robert Frost - "The Death of the Hired Man"
3. How has the family endured throughout history? Changed throughout history?
4. Compare the role struggles men and women experience in the labor force and in a family setting.
5. How do new and emerging roles for females affect males?

NOTES

UNIT I

RECOGNIZING FAMILY AND INDIVIDUAL NEEDS

OBJECTIVE I-D2

The student will be able to describe new and emerging roles for individuals and families, identifying social, economic and cultural changes that have contributed to their development.

TOPICAL OUTLINE	SUGGESTED LEARNING ACTIVITIES	RESOURCES
I. Recognizing Family and Individual Needs D. Individual and Family Roles 2. New and Emerging Roles a. Single-parent families b. Cohabitation c. Non-traditional career choice	1. Research and discuss experimental family approaches. 2. Pretend someone wants to join an experimental type of family. Have the class try to dissuade or persuade the person. 3. Present census statistics on percentages of traditional nuclear families, fertility rates, cohabitational arrangements, single parent families.	Books: Nye, F.I. & Hoffman, L.W. (Eds.). The Employed Mother in America. Westport, CN: Greenwood Press, 1976. U.S. Bureau of Census. 1980 Census of Population. Washington, D.C., (Available in most libraries.) Audiovisual Materials: Future Family Life. 2 filmstrips. Maclean Hunter Learning Resources, P.O. Box 4381 Grand Central Station, New York, NY 10017. Summary - Examines flexible family life arrangements.

OBJECTIVE I-D2

DISCUSSION QUESTIONS

1. Your parents do not like your choice of career or life-style. How would you resolve this?
2. When must you make a final life-style choice? Can choices be flexible?
3. How do changes in life-style affect others?
4. What is a dual-career family? How do dual-career families affect the children?
5. What are some unique problems that single-parent families face?

UNIT I

RECOGNIZING FAMILY AND INDIVIDUAL NEEDS

OBJECTIVE I-D3

The student will be able to compare and contrast traditional and emerging roles for families and individuals in relationship to personal values and expectations.

TOPICAL OUTLINE	SUGGESTED LEARNING ACTIVITIES	RESOURCES
I. Recognizing Family and Individual Needs D. Individual and Family Roles 3. Personal Expectations	1. Define the following terms: Value, Attitude, Goal, Philosophy Want, Need, Expectation. 2. Make a poster of your ideal family. 3. Compose your personal philosophy of life. 4. Write to your future pretend grandchild, explaining what your life has been like.	Books: Frieden, B. The Second Stage. New York: Summit Books, 1981. Nimkoff, M.F. Comparative Family Systems. Boston: Houghton-Mifflin, 1965. Audiovisual Materials: The Future of the Family, 2 filmstrips. Guidance Associates, Communications Park, Box 3000, Mt. Kisco, NY 10549. Summary - Outlines historical changes and predictions for the future of the family.

OBJECTIVE I-D3

DISCUSSION QUESTIONS

1. How are personal expectations influenced by values, attitudes, wants, and needs.

2. When do other obligations and constraints take precedence, if ever, over personal goals?

3. Can a feminist find happiness with a man who insists on female inferiority?

4. Describe all the family forms you have experienced. Which was the most satisfying for you? How will these experiences influence your future behavior?

NOTES

UNIT I

RECOGNIZING FAMILY AND INDIVIDUAL NEEDS

ACTIVITY SHEET I-A2

How Have You Changed!

Directions: Using the questions below, interview at least 3 people of varied ages. See if you can discover the turning points and changes in their lives.

Suggested people to interview: teachers, nurses, parents, relatives, friends, classmates.

Technique: Arrange for an interview. Explain the purpose of your interview. Allow people to talk about their lives. You may then interview yourself.

Suggested Questions:

1. Describe the first memory you have of yourself.
2. Who were the most important people in your life?
3. Describe a memory that fills you with joy?
4. Recall a sad memory.
5. What was the most significant change in your life before 20? After 20?
6. What changes in your life do you forsee in the future?

UNIT I

RECOGNIZING FAMILY AND INDIVIDUAL NEEDS

ACTIVITY SHEET I-B2

Stress Buildup

Excess stress is one of the biggest causes of burnout. It overloads your circuits and saps your energy. Since most people don't have circuit breakers, the indications of too much stress are chronic headaches, ulcers, heart disease and job burnout.

The following test, Social Readjustment Rating Scale, developed by two Seattle physicians, T. H. Holmes and R. H. Rahe, can give you an indication of the amount of stress you are under. Add up the points in parentheses for each of the questions that applies to you.

In the last year have you had a:

____ Minor law violation (11)
____ Christmas (13)
____ Vacation (13)
____ Change in eating habits (15)
____ Change in number of family get-togethers (15)
____ Change in sleeping habits (16)
____ Loan or mortgage for less than $10,000 (17)
____ Change in social activities (18)
____ Change in recreation (19)
____ Change in church activities (19)
____ Change in residence (20)
____ Change in work hours or conditions (20)
____ Change in schools (20)
____ Trouble with your boss (23)
____ Change in appearance or habits (24)
____ Change in living conditions (25)
____ Spouse began or ceased work (26)
____ Begun or quit formal schooling (26)
____ Outstanding personal achievement (28)
____ Son or daughter leaving home (29)
____ Change in work responsibilities (20)
____ Trouble with in-laws (29)
____ Foreclosure of a loan or mortgage (30)
____ Mortgage over $10,000 (31)
____ Change in number of arguments with spouse (35)
____ Change in line of work (36)

UNIT I - ACTIVITY SHEET

Stress Buildup (continued)

____ Death of a close friend (37)
____ Change in financial status (39)
____ Sexual difficulties (39)
____ New family member (30)
____ Major business change (39)
____ Pregnancy (40)
____ Change in health of family member (44)
____ Retirement (45)
____ Marital reconciliation (45)
____ Lost your job (47)
____ Marriage (50)
____ Major personal illness or injury (53)
____ Death of family member other than spouse (63)
____ Jailed (63)
____ Marital separation (65)
____ Divorce (73)
____ Death of spouse (100)

____ Total

What does your score mean? Total score:

150 - 199	mild life crisis
200 - 299	moderate life crisis
300+	major life crisis

Holmes, T. H. and Rahe, R. H. Journal of Psychosomatic Research: Vol. 11, 1967, p. 216, Table II.

UNIT I

RECOGNIZING FAMILY AND INDIVIDUAL NEEDS

ACTIVITY SHEET I-B4

ROLE PLAY:

Role play is a technique used to help participants recognize diverse points of view by assuming various roles.

The following situation is an example of conflicting needs. The teacher may prepare other situations to role play or students may make suggestions.

Students are selected to role play the situation and are given a few minutes to read the situation before they assume their roles and perform the role play. The action may be stopped by the teacher at any time.

Role Play: Conflicting needs - Where to spend your time

Roles: Bob - high school junior
Mr. Smith - his father

Situation: Bob has taken an after-school job in order to buy a much desired used car. Since taking the job, his school grades have dropped noticeably. His father wants him to stop working and get back to being a good student.

UNIT I

RECOGNIZING FAMILY AND INDIVIDUAL NEEDS

ACTIVITY SHEET I-C1

EGG "CHILD" ACTIVITY: Each student will choose an egg, which will be their "child" to care for during the 24 hour period. Some students may choose to have twins.

Directions:

1. Name the "child".
2. Keep the "child" appropriately dressed at all times.
3. Prepare a bed or carrier for the "child".
4. If you choose a cracked egg, the "child" is considered to have a birth defect. The "child" must be given special care.
5. Never let the "child" out of your sight. REMEMBER the "child" could be kidnapped! If a "child" is not present at the end of the 24 hours, the "parent" failed the project.
6. Kidnap any "child" not being properly supervised.
7. Choose whether to take this responsibility of being a parent as a single or married person. If married both spouses have equal responsibility for the "child".
8. If the egg becomes cracked while in your care, the "child" is considered ill or hurt, and appropriate action must be taken.
9. Only leave the "child" with reliable, willing babysitters who have free time --friends, teachers, parents.
10. Teacher must sign the check sheet indicating whether or not the "child" has been properly cared for during the specified time period.
11. Ask for payment for any babysitting services rendered for "children" other than your own.

Activity Sheet I-C1 continued

12. "Child" cannot be locked in any locker for safe keeping. This will constitute a charge of child abuse. Take special care to avoid this during Physical Education classes.

13. Take notice at all times that blankets or clothing are not smothering the "child" and be sure that the "child" plays only with safe toys. Failure to observe the above will constitute a charge of child neglect.

14. You will receive a total of 10 points for every time period that you complete satisfactorily. The maximum number of points that you may receive is 100. Points will not be given for the time periods that are signed in the "improperly cared for" column. Ten points will be deducted from your total for every charge of abuse or neglect.

UNIT I

RECOGNIZING FAMILY AND INDIVIDUAL NEEDS

ACTIVITY SHEET I-C1

CHECK SHEET

NAME _____ "Child's" Name _____

Dates and Class Period	Child Properly Cared For	Improperly Cared For	Comment

Charges of Abuse:

Charges of Neglect:

UNIT I

RECOGNIZING FAMILY AND INDIVIDUAL NEEDS

ADDITIONAL FACTS AND IDEAS

Illness:	Hospitals, doctors, nurses, technicians, homemakers/visiting nurses/home health aides; health insurance; prevention vs. treatment; use of good consumer sense.
Death & Dying:	Hospices, social workers and nurses trained to help families deal with facing death; dying with dignity; normal grief reactions; ties with the church and religious beliefs.
Monetary Concerns:	Complexities of budgeting; fixed expenses, taxes; threatened unemployment; unemployment and welfare benefits; education/training and political/economic policy changes as solutions for monetary problems.
Divorce:	Family counseling; feelings of the children; blended families.
Incarceration:	The prison experience; rehabilitation; reentering society; effects on the individual and family.
Mental/ Emotional Illness:	How is it manifested, what are common causes and symptoms; treatment in in-patient facilities, outpatient settings, and community mental health centers; personnel who provide treatment: psychiatrists, psychologists, social workers, counselors.
Prejudice/ Discrimination:	Cumulative and pernicious effects; political and social action to eradicate institutionalized discrimination. Ask students to imagine that blue eyes mean no one will rent you an apartment or blonde hair will make it hard for you to get a job.

UNIT I

RECOGNIZING FAMILY AND INDIVIDUAL NEEDS

ADDITIONAL FACTS AND IDEAS

A. Human Needs.

1. Theories of Human Personality.

a. Humanistic - Maslow's self-actualizing being; hierarchy of needs; humankind from a basically positive view.

b. Psychoanalytic - Freud's being is dominated by powerful intrapsychic forces and is a reactive organism; more pessimistic view of personality.

c. Interactional framework - Erickson's modification of psychoanalytic theory sees human beings as a product of both intrapsychic and environmental forces; emphasis on maturation through accomplishment of life tasks; more positive view of human personality.

d. Behavioristic/social learning - Skinner, Thorndike, Pavlon, Watson; emphasis on influence of environment (conditioning) on what one learns, and how one behaves.

e. Cognitive framework - Bandura; emphasizes individual's interpretation of events within a behavioristic model (individuals think and perceive a stimulus in their own way); emphasizes reality and conscious behavior; also Beck, Ellis, Glasser.

f. Role theory - Mead, Strean; emphasizes individuals in relationship to others in the social context; includes the concepts of role, reference group, and status; aids in an understanding of anomie.

2. Areas of Human Development.

a. Physical - Best sources of information are the biological and genetic sciences.

b. Intellectual - Best sources of information come from developmental psychology; Piaget.

c. Emotional/psychological - Best sources of information come from literature on personality theory, sociology, and social work.

d. Social - Best sources of information come from personality or role theory, sociology, and social work.

UNIT I

RECOGNIZING FAMILY AND INDIVIDUAL NEEDS

ADDITIONAL RESOURCES

Books:

Bell, R. (Ed.) Studies in Marriage and the Family. New York: Crowell Co., 1968.

Brecher, E.M. Licit and Illicit Drugs. Boston: Little, Brown, and Co., 1972.

Deutsch, M., Krauss, R.M. Theories in Social Psychology. New York: Basic Books, 1965.

Guest, J. Ordinary People. New York: Viking Press, 1976.

Havighurst, R.J. Human Development and Education. New York: David McKay Co., 1953.

La Barba, R.C. Foundations of Developmental Psychology, New York: Academic Press, 1981.

Otto, H.A. The Family in Search of a Future. New York: Appleton-Century-Crofts, 1970.

Turner, F.J. (Ed.) Social Work Treatment. New York: Free Press, 1979.

UNIT II

RESOURCES FOR MEETING FAMILY AND INDIVIDUAL NEEDS

OVERVIEW

The information and learning activities presented in this unit are designed to help the student develop an awareness of the resources available to assist individuals and families in meeting their needs. An exploration of resources that may be inherent in the individual or family unit includes but is not limited to time, energy, skills and talents, education, and social contacts. Students are encouraged to personalize information by examining their own strengths and weaknesses in each area at present, as well as in projected situations.

A foundation for the identification of support systems existing outside the individual or family unit evolves from a basic definition of community and an examination of various forms of city government. Twelve major delivery systems providing community services are presented and provide a basis for the identification of actual agencies and institutions existing in the specific community being studied. Agencies are explored not only in terms of the services they provide but also in terms of potential career opportunity for students who are interested in becoming service providers themselves.

UNIT II

RESOURCES FOR MEETING FAMILY AND INDIVIDUAL NEEDS

Objective II-A1

The student will be able to identify and describe TIME as a family and individual resource which may be used to solve problems and meet needs.

TOPICAL OUTLINE	SUGGESTED LEARNING ACTIVITIES	RESOURCES
II. Resources for Meeting Family and Individual Needs. A. Family Resources 1. Time	1. Apply principles of time management to hypothetical individual and family situations. (Activity Sheet II- A1.) 2. Research non-traditional uses of time. (Examples: flextime employment schedules, households where parents share work and household responsibilities, baby-sitting cooperatives.) 3. Interview different people regarding their use of time. (Examples: a mother of a young infant, single parents, members of a conventional nuclear family.) 4. Develop a time schedule that approximates your daily routine. Note at which points time is most crucial or at what times you feel at your best or your worst. 5. Develop a time use chart for each family member. Compare the family responsibility accepted by each member with the time and energy each member has available.	Books: Engstrom, T.W. & MacKenzie, R.A. Managing Your Time. Grand Rapids, MI: Zinderman Publishing House, 1968. Kelly, M. & Parsons, E., The Mother's Almanac. Garden City, NY: Doubleday, 1975. Nye, F.I. & Hoffman, L.W. (Eds.). The Employed Mother in America. Westport, CN: Greenwood Press, 1976.

DISCUSSION QUESTIONS

1. There is much controversy about quality time vs. quantity time.

   Can all the needs of an individual or family be met when time is limited by employment or other responsibilities?

2. How does philosophy about the significance of time differ among cultures?

3. How can good time management improve the quality of life?

NOTES

UNIT II

RESOURCES FOR MEETING FAMILY AND INDIVIDUAL NEEDS

Objective II-A2

The student will be able to identify and describe ENERGY as a family and individual resource which may be used to solve problems and meet needs.

TOPICAL OUTLINE	SUGGESTED LEARNING ACTIVITIES	RESOURCES
II. Resources for Meeting Family and Individual Needs A. Family Resources 2. Energy	1. Keep a journal for a day. At which points or under what circumstances is your energy level especially high or low? 2. "Burn-out" is a concept often used to describe the feeling of frustration and exhaustion experienced by those under pressure in their jobs. Collect magazine and newspaper photographs that illustrate people who give the appearance of burn-out. 3. Discuss how different family members may at times experience "burn-out". (Examples: a high school senior, a parent of a rebellious adolesent, a new parent.) 4. Analyze personal eating habits in terms of the recommended daily requirements for the Basic Four Food Groups and the nutrients they provide. Plan improvements in your diet to meet energy needs.	Books: Kelly, M. & Parsons, E. The Mother's Almanac. Garden City, NY: Doubleday, 1975. McDermott, I., Thrilling, M.B., & Nicholas, F. Food for Modern Living New York, NY: J.B. Lippincott Co., 1973. Strean, H.S. Social Casework: Theories in Action. Metuchen, NJ: Scarecrow Press, 1971. (Pgs. 85-87.)

DISCUSSION QUESTIONS

1. How do nutrition, good mental health, and exercise relate to energy level?
2. In what ways can time and energy demands conflict in terms of the individuals within a family?
3. How can issues of time and energy be coordinated to meet personal and family needs?
4. Is there a difference between physical, emotional, intellectual, and spiritual energy?

NOTES

UNIT II

RESOURCES FOR MEETING FAMILY AND INDIVIDUAL NEEDS

Objective II-A3

The student will be able to identify and describe SKILLS AND TALENTS as family and individual resources which may be used to solve problems and meet needs.

TOPICAL OUTLINE	SUGGESTED LEARNING ACTIVITIES	RESOURCES
II. Resources for Meeting Family and Individual Needs A. Family Resources 3. Skills and Talents	1. Develop a profile of your own family, highlighting the skills or talents each person seems to possess. 2. Think about the roles your family members play. Who best fulfills the roles associated with financial support, nurturing, discipline, household maintenance, religious guidance, and intellectual stimulation? 3. Think about the skills or talents you may possess. Choose one particular skill or talent, such as playing a musical instrument, and write about how it has developed. 4. Sharpen observation skills by using the following technique: close eyes and record only one sensation, such as sounds or smells. 5. View the film Michael's First Day and record ways people handle unfamiliar situations.	Books: Coleman, J. C. Psychology and Effective Behavior. Glenview, IL: Scott, Foresman, & Co., 1969. (Chapter 13.) Audiovisual Materials: Listening Skills, 3 filmstrips. Human Relations Media. 175 Tompkins Ave., Pleasantville, NY, 10570. Summary - Explores the value of active listening as well as techniques for developing the skill. Michael's First Day, film. Exploring Childhood Program, Education Development Center Inc., 55 Chapel St., Newton, MA 02160. Summary - Explores a student teacher's effort to understand Michael's feelings.

DISCUSSION QUESTIONS

1. Are skills and talents learned or are they inborn?
2. Why do some parents seem naturally skillful in child rearing? How do we learn to parent?
3. What skills or talents might contribute to a family's functioning?
4. How do the skills of active listening or observation keep communication open?

NOTES

UNIT II

RESOURCES FOR MEETING FAMILY AND INDIVIDUAL NEEDS

Objective II-A4

The student will be able to identify and describe EDUCATION as a family and individual resource which may be used to solve problems and meet needs.

TOPICAL OUTLINE	SUGGESTED LEARNING ACTIVITIES	RESOURCES
II. Resources for Meeting Family and Individual Needs A. Family Resources 4. Education	1. Develop a profile of your family in which you explore the ways in which education has played a part in each person's role. (Activity Sheet II - A4.) 2. Research a career that you are interested in, and list the ways in addition to earning money, that the career could help you contribute to family resources. 3. Review adult education courses offered in your community in terms of variety, popularity, diversity, new and emerging interest areas and unmet needs.	Books: Barocas, H., Reichman, W., & Schwebel, A.I. Personal Adjustment and Growth: A Life-span Approach. New York: St. Martin's Press, 1983. (Chapter 11.) Kuder, G.F. Kuder Preference Record. Chicago: Science Research Associates 1953. Strong, C. Interest Inventory of the Strong Vocational Interest Bank. Stanford, CA: Stanford University Press, 1974. Pamphlets: Vocational School Catalogues Community College Catalogues Adult Education Catalogues

DISCUSSION QUESTIONS

1. How does relationship with one's parents influence career, education, or job choices?
2. How can education help families function in a complex environment?
3. What are some of the personal rewards of education and intellectual stimulation?
4. How can attention to career development interfere with attention to personal or family needs? Vice versa?

NOTES

UNIT II

RESOURCES FOR MEETING FAMILY AND INDIVIDUAL NEEDS

Objective II-A5

The student will be able to identify and describe SOCIAL CONTACTS as family and individual resources which may be used to solve problems and meet needs.

TOPICAL OUTLINE	SUGGESTED LEARNING ACTIVITIES	RESOURCES
II. Resources for Meeting Family and Individual Needs A. Family Resources 5. Social contacts a. Extended family b. Friends c. Church d. Fraternal organizations.	1. Describe an imaginary family living in an agricultural society over 100 years ago. Trace its development to the present day. Comment on means of providing food and shelter, education, religious training, and medical care. 2. Write to a member of your extended family, whom you seldom see. Tell that person what they mean to you or try to establish regular letter-writing to get to know them better. 3. Write a case study of a family under stress because of financial, emotional, or physical hardship. Decide what social institutions are available to help them. 4. Interview a clergy person or the leader of a non-profit service organization to discover how their work helps people in need. (Activity Sheet II-A5.) 5. Write about a time your family received help from social contacts outside of the nuclear family. (Examples: grandparents, a religious group, neighbors.)	Books: Barocas, H., Reichman, W., & Schwebel, A.I. Personal Adjustment and Growth: A Life-span Approach. New York: St. Martin's Press, 1983. (Chapter 10.) Parad, H.J. Crisis Intervention. Encyclopedia of Social Work. Seventeenth issue, 1977, Vol. 1, 228-237.

DISCUSSION QUESTIONS

1. What are some of the social organizations and who are some of the people in your own school or neighborhood, who could help an individual or family in a time of need?

2. How do churches or fraternal groups serve as a resource for families?

3. Describe a time when your family, or a member of it helped someone in need.

NOTES

UNIT II

RESOURCES FOR MEETING FAMILY AND INDIVIDUAL NEEDS

Objective II-B1

The students will be able to define the term community and describe their own community in terms of its governmental structure and the resources available to individuals and families.

TOPICAL OUTLINE	SUGGESTED LEARNING ACTIVITIES	RESOURCES
II. Resources for Meeting Family and Individual Needs B. The Local Community 1. Definition of community	1. Brainstorm the class definition of a community. 2. Draw a map of your own neighborhood. Decide where the boundaries lie. Label different parts of the neighborhood, such as homes, playgrounds, stores, fire department, library, etc. 3. Hold a community encounter. Divide the class into groups, and assign each group to learn about a part of the community. Include the police and fire departments, school system, social services, religious insitiutions, housing, sanitation service, and local governments. 4. Draw flow charts of responsibilities for 3 forms of community management. (Examples: city-manager, commision, mayor-council.) 5. Invite a local governing official to class to explain how the local government is administered and discuss resources that are provided for the residents.	Books: Geismar, L.L. Family and Community Functioning. Metuchen, NJ: Scarecrow Press, 1980. Kramer, R.M. & Specht, H. Readings in Community Organization Practice. Englewood Cliffs, NJ: Prentice-Hall, 1969. Spergel, I.A. Social planning and community organization. Encyclopedia of Social Work. Seventeenth Issue, 1979, Vol. II, 1429-1431. Pamphlets: Family Relationships and Parenting Education with Special Emphasis on Community Outreach. Columbia, MS: Instructional materials Laboratory, University of Missouri, 1981.

DISCUSSION QUESTIONS

1. How does the community influence you in ordinary ways? In extraordinary ways?
2. In what ways could your community improve its quality of life? How could it better meet needs?
3. What community resources have you or other members of your family used?
4. Could a family in your community be totally self sufficient, using no community resources?

NOTES

UNIT II

RESOURCES FOR MEETING FAMILY AND INDIVIDUAL NEEDS

Objective II-B2

The student will be able to identify and describe the various service categories of community resources available to meet personal and family needs.

TOPICAL OUTLINE	SUGGESTED LEARNING ACTIVITIES	RESOURCES
II. Resources for Meeting Family and Individual Needs. B. The Local Community 2. Service Categories a. Moral and ethical b. Educational c. Administrative d. Human development e. Recreational f. Outreach	1. Refer to your neighborhood map and categorize the components according to the purpose they serve or services they provide. 2. Analyze the community encounter studies to determine how available resources can meet family and individual needs. 3. Design a leaflet for students in your school listing community resources available to them. Devise a plan for distribution. 4. Select an additional target group(s): devise a community resource list. Develop a distribution strategy.	Books: Kramer, R.M. & Specht, H. Readings in Community Organization Practice. Englewood Cliffs, NJ: Prentice-Hall, 1969. Johnson, J.R. Neighborhood Encyclopedia of Social Work. Seventeenth Issue, 1977. Vol. II, (986-993.) Pamphlets: Family Relationships and Parenting Education with Special Emphasis on Community Outreach. Columbia, MS: Instructional Materials Laboratory, University of Missouri, Columiba, 1981. Directories: Social Services Directory for your county - available from County Offices.

Audiovisual Materials:

Who Can Help You? Using School and Community Resources, 2 filmstrips. Guidance Associates, Communications Park, Box 3000, Mt. Kisco, NY 10549. Summary - Explores situations where seeking help is appropriate.

DISCUSSION QUESTIONS

1. A community is more than just a physical or geographic location. With that in mind, how can "community" be defined?
2. How does an individual or a family fit into the larger community?
3. How cohesive is your community?
4. If you could change one thing about your community, what would it be?
5. How can you, as a student, have an impact on decisions made by your government?

NOTES

UNIT II

RESOURCES FOR MEETING FAMILY AND INDIVIDUAL NEEDS

Objective II-C1

The students will be able to select an describe the appropriate delivery system(s) within their community to meet specific needs in the area of day care.

TOPICAL OUTLINE	SUGGESTED LEARNING ACTIVITIES	RESOURCES
II. Resources for Meeting Individual and Family Needs C. Delivery Systems 1. Day Care	1. Visit a local day care center. (Activity Sheet II-C1.) 2. View films and filmstrips which explore various philosophies and approaches to day care. Then obtain literature on day care centers in the area and other information that you might need to choose a day care facility for a child. Make a hypothetical decision based on this information. Cite reasons for your decision. 3. Design a needs assessment to discover the unmet needs of parents regarding day care for their children. Have each student use it to interview at least three parents. Make conclusions and recommendations based on the findings. 4. Research the educational qualifications for various workers in Day Care Centers. (Examples: aides, teachers, directors.)	Books: Kelly, M. & Parsons, E. The Mother's Almanac. Garden City, NY: Doubleday, 1975. Lansburgh, T.W. Child welfare: Day care of children. Encyclopedia of Social Work. Seventeenth Issue, 1977 Vol. I, 134-140. Nye, F.I. & Hoffman, L.W. (Eds.). The Employed Mother in America. Westport, CN: Greenwood Press, 1976. Audiovisual Materials: Being There, filmstrip. Exploring Childhood Program, Education Development Center, Inc., 55 Chapel St., Newton, MA 02160. Summary - Explores a variety of approaches to day care and pre-schooling. On the Job (Child Care), 4 filmstrips. Maclean Hunter Learning Resources, 708 Third Ave., New York, NY 10017.

RESOURCES

Summary - Reviews various types of day care centers and explores entry-level skills for work with children.

Speakers:

Teacher-educator, Director of a day care center.

DISCUSSION QUESTIONS

1. What are the various types of day care available in your community?
2. How does one choose a good day care center?
3. What are the advantages and disadvantages of day care vs. care at home by a parent?
4. Should day care arrangements change as a child gets older?
5. What jobs are available in the day care field? What level of education is required to qualify for them?

NOTES

UNIT II

RESOURCES FOR MEETING FAMILY AND INDIVIDUAL NEEDS

Objective II-C2

The students will be able to select and describe the appropriate delivery system(s) within their community to meet specific needs in the area of Housing and Related Concerns.

TOPICAL OUTLINE	SUGGESTED LEARNING ACTIVITIES	RESOURCES
II. Resources for Meeting Individual and Family Needs C. Delivery Systems 2. Housing and Related Concerns	1. Survey the various types of housing available in your community and the services that relate to housing. 2. Review newspaper Real Estate Advertisements that represent various modes of housing available in the local community. Identify factors that need consideration when determining where to live. 3. Review leases and other legal documents that bind renters, landlords and homeowners. 4. Visit an apartment or condominium and have the mamager explain renting or buying procedures and requirements. 5. Examine the range of job or career opportunities in the field of housing. Discuss how community needs and the state of the economy impact upon the availability of these jobs.	Books: Frieden, B.J. Housing. Encyclopedia of Social Work. Seventeenth Issue, 1977. Vol. I, 639-651. Ryan, W. Blaming the Victim. NY. Vintage Books, 1971. U.S. Bureau of Census. 1980 Census of Population. Washington, D.C. 1982. Audiovisual Materials: Careers in Housing: The Interior. 4 filmstrips. Maclean Hunter Learning Resources, 708 Third Ave., New York, NY 10017. Summary - An introduction to careers in decorating and home furnishing. Speakers: Real Estate Agent, Builder - Tradesperson, City Planner, Social Worker, Housing Inspector

DISCUSSION QUESTIONS

1. Where does "housing" fit in Maslow's hierarchy of needs?
2. What does housing mean in terms of quality of life?
3. How is location an important factor in selecting a home to rent or purchase?
4. What are some advantages and disadvantages of renting versus buying a home?
5. What are the kinds of interests and skills required by people who have jobs in urban planning? In real estate?

NOTES

UNIT II

RESOURCES FOR MEETING FAMILY AND INDIVIDUAL NEEDS

Objective II-C3

The students will be able to select and describe the appropriate delivery system(s) in the area of In-home care.

TOPICAL OUTLINE	SUGGESTED LEARNING ACTIVITIES	RESOURCES
II. Resources for Meeting Individual and Family Needs C. Delivery Systems 3. In-home care	1. Invite a representative of a homemaker/home-health or visiting nurse association to speak about their services. 2. Imagine a family crisis situation where in-home care could be used. Decide in what ways a visiting homemaker or nurse could help to alleviate the crisis 3. Develop a list of qualities that would be beneficial for a person who provides in-home care as opposed to care outside the home. 4. Plan a days menu for a person on a special diet. (Examples: low fiber, low sodium, calorie controlled or bland diets.)	Books: Hunt, R., Homemaker/Home Health aide Services. Encyclopedia of Social Work. Seventeenth Issue, 1977, Vol. I, 634-638. Pamphlets: Collect literature from area homemaker/home-health aide or visiting nurse association. Speakers: Visiting homemaker/home health aide Nursing supervisor Dietician

DISCUSSION QUESTIONS

1. How do in-home care services help to prevent family dysfunction?
2. Why might some families be resistant to accepting help in their homes?
3. What are the duties of a visiting homemaker?
4. How can one become a provider of in-home care?

NOTES

UNIT II

RESOURCES FOR MEETING FAMILY AND INDIVIDUAL NEEDS

Objective II-C4

The students will be able to select and describe the appropriate delivery system(s) in the area of Legal Services.

TOPICAL OUTLINE	SUGGESTED LEARNING ACTIVITIES	RESOURCES
II. Resources for Meeting Individual and Family Needs. C. Delivery Systems 4. Legal Services	1. Invite an attorney to class to speak about the ways in which legal services protect people in the community. 2. List the ways in which legal issues might arise in one's life. (Examples: separation or divorce, child custody, crime, real estate settlements, estate settlements of the deceased.) 3. Visit a local municipal court for a first hand view of legal proceedings. 4. List all the things you think would have to be included if you were writing your will. Compare your list to an actual will prepared by a lawyer. 5. Work in the area of legal services involves a range of personnel, from secretaries to stenographers to lawyers and judges. Review the skills and training required for various jobs and determine how these jobs inter-relate.	Books: Curran, B.A. Legal services for special groups. Encyclopedia of Social Work. Seventeenth issue, 1977, Vol. I, 828-835. Pamphlets: Collect literature from your local legal aid society. Guest Speakers: Attorney Para-legal Legal secretary Court stenographer

DISCUSSION QUESTIONS

1. How can one obtain legal advice?

2. When can legal services help to meet human needs?
   When do legal services fail to perform as we expect?

3. What, if any, job related to legal services seem interesting to you?

4. How is a legal secretary's job different from the job of any other type of secretary? Is special training required?

5. Can a person act as their own lawyer?

NOTES

UNIT II

RESOURCES FOR MEETING FAMILY AND INDIVIDUAL NEEDS

Objective II-C5

The student will be able to select and describe the appropiate delivery system(s) in the Protective Services for Children.

TOPICAL OUTLINE	SUGGESTED LEARNING ACTIVITIES	RESOURCES
II. Resources for Meeting Individual and Family Needs. C. Delivery Systems 5. Protective Services for Children	1. Invite a social worker to class from DYFS (Division of Youth and Family Services) to describe how child welfare is protected. Explore the wervices in your community to find organizations in addition to DYFS which provide prevention and treatment for child abuse or neglect. 2. Invite a volunteer firefighter or first aide squad member to class to explain their services and discuss procedures for becoming a volunteer. 3. Police and firefighters sometimes risk their own personal saftey for the welfare of the community. Speak with individuals in these fields and assess the risks versus the services to the community. 4. Plan and present a lesson to elementary school students about saftey precautions they should follow especially in situations where they are not under immediate supervision by an adult. 5. Explore "latchkey" programs in your community	Books: Kadushin, A. Child Welfare Services. New York: Macmillan, 1967. Young, L. Wednesday's Children, New York: McGraw Hill, 1964. Fontana, J. Somewhere a Child is Crying. New York: Macmillan, 1973 Mulford, R.M. Protective Services for children. Encyclopedia of Social Work. Seventeenth Issue, New Jersey: Vol. II, 1115-1121). Speakers: Social Worker, Administrator, Volunteer, Crossing Guard, Sanitation Worker, Police Officer, Fire fighter.

DISCUSSION QUESTIONS

1. What is the procedure for reporting and getting help in a child abuse case in your community?

2. What psychological, social, or environmental issues are involved with child abuse?

3. What are the qualities required of someone who risks their personal health or saftey for the good of the community? (Examples: the firefighter facing fire, the police officer facing violence, the social worker facing hostility when protecting an abused child.)

4. What could happen if people, especially children, were not protected from such things as violations of traffic laws, violation of fire safety regulations, trash and garbage left on streets, contagious diseases, and so on? Who helps protect us in those cases?

5. Should women be active members of fire departments, police departments, the military? Should mothers?

NOTES

UNIT II

RESOURCES FOR MEETING FAMILY AND INDIVIDUAL NEEDS

Objective II-C6

The students will be able to select and describe the appropiate delivery system(s) in the area of transportation.

TOPICAL OUTLINE	SUGGESTED LEARNING ACTIVITIES	RESOURCES
II. Resources for Meeting Individual and Family Needs C. Delivery Sytems 6. Transportation	1. Explore and compile a guide to private and public transit resources in your community. 2. Interview taxi-cab or bus drivers. Ask them to describe the service they see themselves providing. 3. Research the range of job opportunities available in transportation. Discuss the ways personnel in each area provide a service to the public. 4. Collect train and bus schedules. Determine how you would travel from one place to another, and the cost and time involved. Contact an employee of the service for help in understanding schedules. List the skills needed to understand and utilize a transportation system. 5. Research your community to discover whether a volunteer agency is available that provides transportation services. Who is eligible for these services?	Books: Barre, R.L. Environment, changing American. Encylopedia of Social Work. Seventeeth Issue, 1977, Vol. I, pg. 318-321. Pamphlets: Collect bus, train, and airline schedules and fare listings. Speakers: Taxi Driver, Bus Driver, Division of Motor Vehicles Representative.

DISCUSSION QUESTIONS

1. How does public transportation influence the way certain groups live, for example, adolescents, senior citizens, or low-income persons?

2. When is transportation crucial in meeting a personal or family need?

3. Do you think people who work in transportation view themselves as public servants?

4. What are some of the special transportation problems that arise in the suburbs? In the cities? For the aged? For the handicapped? For teenagers?

NOTES

UNIT II

RESOURCES FOR MEETING FAMILY AND INDIVIDUAL NEEDS

Objective II-C7

The student will be able to select and describe the appropriate delivery system(s) in the area of Family Planning.

TOPICAL OUTLINE	SUGGESTED LEARNING ACTIVITIES	RESOURCES
II. Resources for Meeting Individual and Family Needs. C. Delivery Systems 7. Family Planning	1. Research the various family planning perspectives, including ways in which contraception is practiced. 2. Invite a Speaker from a family planning or adolescent service organization to speak about the implications of unplanned pregnancies, especially in teens. 3. Research the kinds of personnel who work in the area of family planning. Include the OB/GYN, nurse, social worker, and clergy. 4. Debate the social and emotional rewards of having or not having children; the population explosion as a threat to humanity. 5. Research medical treatments and procedures for infertility. 6. Interview adoptive parents regarding the procedures, frustrations and rewards of adopting a child.	Books: Meier, G. Family and population planning. Encylopedia of Social Work, Seventeenth Issue, 1977 Vol.1, 408-422. Pamphlets: Obtain literature from Planned Parenthood or similar group in your community. Speaker: Gynecologist/Obstetrician, Adoption Agency Representative, Representative from Planned Parenthood, Representative from Birthright.

DISCUSSION QUESTIONS

1. What is family planning?
   How is it related to population planning?

2. What are the fertility rates in your state or community?

3. Who benefits from family planning?

4. How might your religious or personal values influence your interest in working in the area of family planning?

5. What job qualifications are necessary to work in the field of family planning? Personal qualifications? Values?

NOTES

UNIT II

RESOURCES FOR MEETING FAMILY AND INDIVIDUAL NEEDS

Objective II-C8

The student will be able to select and describe the appropiate delivery system(s) in the Consumer Protection.

TOPICAL OUTLINE	SUGGESTED LEARNING ACTIVITIES	RESOURCES
II. Resources for Meeting Individual and Family Needs C. Delivery Sytems 8. Consumer Protection	1. Survey five people to discover how each one has at some time been cheated or defrauded by a commercial enterprise or a service provider. 2. Research the consumer protection services available in your community. Include the Better Business Bureau. 3. Imagine that you have a complaint about a service or product. Plan the process involved in seeking a solution to the problem, noting the personnel you would encounter along the way. List the kinds of qualities and training that people in these jobs have. 4. Many times consumer protection services are provided by volunteers. Discuss the motivation necessary to encourage such individuals to perform the service. 5. Prepare a report on the provisions of the Truth in Packaging Act of 1966. Use library facilities to research other recent federal legislation passed to protect the consumer.	Books: Guide to Consumer Services, Editors of Consumer Reports Books, New York, 1979. Warmke, R., Wyllie, E. & Sellers, B., Consumer Decision Making. Cincinatti: South-western Publishing Co., 1977. Pamphlets: Ask professional and commercial organizations for copies of their policy regarding obligations to the consumer. Magazines: Consumer Reports. A monthly publication of the Consumers Union of United States, Inc. Mount Vernon, New York. (Obtain from public library or through subscription.) Speakers: Customer service representative.

DISCUSSION QUESTIONS

1. How can one use good consumer sense?

2. What populations or age groups are most vulnerable to consumer rip-off?

3. What do consumers consume? (Illustrate that products and services range from tea bags to automobiles to brain surgery.)

4. If you worked as a consumer advocate, do you think you could be more effective as a volunteer or as a paid employee?

5. How do the grading and inspection services of the Department of Agriculture aid the consumer?

6. As the need for consumer protection grows throughout the country will this mean that there will necessarily be more jobs available in the field of consumer protection?

NOTES

UNIT II

RESOURCES FOR MEETING FAMILY AND INDIVIDUAL NEEDS

Objective II-C9
The student will be able to select and describe the appropriate delivery system(s) in the area of Education and Training.

TOPICAL OUTLINE	SUGGESTED LEARNING ACTIVITIES	RESOURCES
II. Resources for Meeting Individuals and Family Needs C. Delivery Systems 9. Education and Training	1. Research the various resources for education and training to which people in your community have access. Describe how the programs are funded, the specific groups they serve, and what they teach. 2. Invite a teacher whose work is not familiar to you to speak to your class. (Examples: an adult education specialist, a shop teacher, a college professor.) 3. Write "resumes" which describe ideal experiences, training, and personal skills required for various positions in the field of education. 4. Write a "job description" for a public school teacher, a school superintendent, an adult educator, a basketball coach, a school nurse, a school psychologist, and other diverse educational personnel. 5. Contact the census bureau for population projections. Use the information you recieve to speculate about prospects for teaching careers at the time that you will be ready to enter the job market. 6. Try on a job. Volunteer to tutor or work as a classroom aide.	Books: Berg, W.E. & Loeb, M.B. Role of the school. Encyclopedia of Social Work. Seventeeth Issue, 1977, Vol. II, 1402- 1403. Knowles, M.S. Adult education, Encyclopedia of Social Work, Seventeeth Issue, 1977, Vol. I, 52-55. Speakers: Teacher-Aides, Teachers from Various disciplines and levels of education.

DISCUSSION QUESTIONS

1. What goals does education strive to reach for the individual? For the community?

2. What facets of education are most troublesome in terms of meeting individual or family needs?

3. How can educational systems be improved in your own town?

4. Educators are often regarded as "under-paid" professionals. How might low pay (and sometimes low status) affect the way an educator relates to the community? What personal qualities are required under these circumstances for a teacher to "teach effectively"?

5. Consider the following suggestions to overhaul the public educational system in this country. How might these changes influence families and family life?

   A. Starting school at age 4.

   B. A longer school year.

   C. A longer school day.

   D. Finishing school at age 16.

   E. More homework.

   F. All day Kindergarten.

NOTES

UNIT II

RESOURCES FOR MEETING FAMILY AND INDIVIDUAL NEEDS

Objective II-C10

The students will be able to select and describe the appropiate delivery system(s) in the area of Health Services.

TOPICAL OUTLINE	SUGGESTED LEARNING ACTIVITIES	RESOURCES
II. Resources for Meeting Individual and Family Needs C. Delivery Systems 10. Health Services	1. Explore your neighborhood. List all the types and locations of health services provided. Include physical and mental health services. 2. Think about health in terms of prevention. Develop creative ways to use community resources to maintain good health. 3. The health services systems is complex and broad. Simulate the process involved in getting help for a particular health problem. Think about the types of personnel you encounter on the way and the kind of training required for the work they do. 4. Volunteer to help the school nurse during a free class period. 5. Plan a health lesson and present it to an elementary school class. (Examples: dental care, cleanliness, good eating habits, exercise.)	Books: "Health" Encyclopedia of Social Work. Seventeeth Issue, 1977, Vol. I, 521-615. "Mental Health" Encyclopedia of Social Work. Seventeenth Issue, 1977, Vol. II, 849- 897. Panphlets: Obtain literature from your local Community Mental Health Center and Public Health Clinic. Audiovisual Materials: Careers in Health, 4 filmstrips. Maclean Hunter Learning Resources, 708 Third Ave., NY 10017. Summary - Explores careers in health care, diagnosis, treatments, rehabilatation and prevention.

RESOURCES

Speakers:

Public health nurse
Health educator
Government health officer,
Hospital/clinic administrator
Physician
Social worker
Technician
Ambulance attendant

DISCUSSION QUESTIONS

1. How do health issues affect special population and age groups, such as the elderly or the poor?
2. How can appropriate health services contribute to family welfare?
3. How would you define "good mental health"?
4. What kinds of career commitments are necessary for a person who wants to be a medical doctor?
5. We often equate physicians with health care providers. What are some of the many other careers in health services?
6. What special communication skills are required of health care providers?

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UNIT II

RESOURCES FOR MEETING FAMILY AND INDIVIDUAL NEEDS

Objective II-C11

The students will be able to select and describe the appropiate delivery system(s) in the area of Alcohol and Drug Abuse.

TOPICAL OUTLINE	SUGGESTED LEARNING ACTIVITIES	RESOURCES
II. Resources for Meeting Individual and Family Needs C. Delivery Systems 11. Alcohol and Drug Abuse.	1. Invite a recovered alcohlic or drug addict to speak about the experience of addiction and recovery. Also invite a professional who counsels substance abusers to talk about treatment. 2. Examine the ways in which alcohol and drug abuse are damaging to members of the community. 3. Compile a listing of the treatment resources available for alcohol and drug abusers in your community. Discuss ways in which services can be improved. 4. Research the various personnel involved in the study and treatment of substance abuse and addiction. Compare them in terms of their roles in preventing or treating alcohol and/or drug abuse.	Books: Barocas, H., Reichman, W. & Schwebel, A.I. Personal Adjustment and Growth: A Life-Span Approach. New York: St. Martin's Press, 1983. Brecher, E.M. Licit and Illicit Drugs. Boston: Little Brown and Company, 1972. Plaut, T.F.A. Addiction: alcohol. Encyclopedia of Social Work. Seventeenth Issue, 1977, Vol. I, 22-30. Prill, L. Addiction: drugs. Encyclopedia of Social Work, Seventeeth Issue, 1977, Vol. I, 30-40.

DISCUSSION QUESTIONS

1. Often times the people who provide treatment for drug and alcohol abusers are people who formerly were drug addicts or alcoholics. How do you think this experience would influence the effectiveness of the treatment?

2. What personal qualities would be required to help people - drug addicts and alcoholics - who give the impression of being self-destructive?

3. In some states, alcoholism or drug addiction counselors must be certified. Why do you think this is?

4. Discuss the problems of an alcoholic at a party where "everyone" is drinking.

NOTES

RESOURCES

Pamphlets:

Obtain literature from local organizations such as Alcoholics Anonymous and your Community Mental Health Center.

Audiovisual Materials:

Alcoholism: A Model of Drug Dependency, film, CRM McGraw-Hill, 110 15th St., Del Mar, CA 92014 Summary -- Examines the causes of alcoholism and the effects of stages of intoxication.

Alcohol, the Social Drug, the Personal Problem, 4 filmstrips. Guidance Associates, Communications Park, Box 3000, Mt. Kisco, New York 10549. Summary -- Presents personal experiences of fifteen young people and encourages responsible decision making.

Straight Talk about Drugs, 12 filmstrips. Guidance Associates, Communications Park, Box 3000, Mt. Kisco, Kisco, NY 10549. Summary - Presents personal experiences of fifteen young people and encourages responsible decision making.
Recovered alcoholic, Counselor, Alcohol Anonymous or Alanon Representative

UNIT II

RESOURCES FOR MEETING FAMILY AND INDIVIDUAL NEEDS

Objective II-C12

The student will be able to select and describe the appropiate delivery system(s) in the area of Multi-services for sub-populations.

TOPICAL OUTLINE	SUGGESTED LEARNING ACTIVITIES	RESOURCES
II. Resources for Meeting Individual and Family Needs. C. Delivery Systems 12. Multi-service for sub-populations to include: a. The Elderly b. Handicapped c. Women d. Racial & Ethnic Minorities e. Other	1. Divide the class in groups. Each group will research the needs of a special group such as, the elderly, the handicapped, women, or minorities. Reveiw delivery systems for services in your community and determine how well or how poorly they meet the needs of your special group. 2. Interview someone who requires special services and try to use "empathy" to understand that person's needs or limitations. Think about how the needs developed. 3. Services which help sub-populations may be staffed by a combination of volunteers and professionals. Chart the skills and training required by them to provide an effective service. 4. Social workers are professionals who are involved particularly with under-served populations and with minorities. Research social work as a profession and the various rates of a social worker. 5. Tour a nursing home for the elderly, a group home for the retarded, a special school for the handicapped, and/or a sheltered workshop.	Books: Barocas, H., Reichman, W. & Schwevel, A.I. Personal Adjustment and Growth: A Life-span Approach. New York: St. Martin's Press, 1983. Encyclopedia of Social Work. Seventeenth Issue, Vol. I & II, 1977. (various articles on aging, handicaps, women, and minorities.) Pamphlets: Obtain literature from community agencies serving specific populations. Audiovisual Materials: O.K. To Be Old: Approaches to Aging, 3 filmstrips. Sunburst communications, Room T, 39 Washington Ave. Pleasantville, New York 10570. Summary - Sensitizes students to the realities of being old in America.

DISCUSSION QUESTIONS

1. Why are women referred to as a minority group when statistically there are more women than men?

2. What are some of the social and structural obstacles that physically handicapped individuals must face?

3. Why do some cultural groups revere their elders and others shun them? How does this affect the need for community service?

4. How does prejudice and bigotry interfere with meeting human needs?

5. What other groups sometimes require special services?

6. What qualities should a social worker have in order to provide services to humans in need?

7. Do you now or do you think you might someday volunteer some of your time to help others? Why or why not?

8. Debate the following statement:
   Handicapped students should attend public school.

NOTES

RESOURCES

Audiovisual Materials (cont.)

Working with Handicapped Children, 5 filmstrips. Parents' Magazine Filmstrips, Communications Park 5000 Mt. Kisco, NY 10549. 0549. Summary - Explores the types of support that can be given to families of the handicapped by the helping professions, educators, and the community.

Speakers:

Representatives from a: Senior citizens center, an association for the blind or deaf, a women's self help group, a cultural ethnic organization.

UNIT II

RESOURCES FOR MEETING FAMILY AND INDIVIDUAL NEEDS

ACTIVITY SHEET II-A1

PRINCIPLES OF TIME MANAGEMENT

1. Think of time as something which is manageable; you control it rather than it controlling you.
2. Regard time as a tool to be used to your advantage.
3. As an exercise keep a journal or diary to asess the way in which you use time.
4. Get organized. Know what you have to get done, the amount of time required, and the sequence.
5. Establish priorities. Be aware, however, that priorities change from day to day.
6. Each day, write down 5 to 10 things to be done that day, put them in order of priority, and plan a schedule.
7. Remember to schedule open periods of free time; don't be a slave to time.
8. Stick to the schedule as much as possible.
9. Concentrate on the task at hand; avoid preoccupation with other tasks or issues.
10. Be aware of the time commitments and schedules of other people around you. Coordinate schedules as needed.
11. Keep a list of tasks which require small amounts of time and energy to be done when you encounter unexpected free time.
12. When appropriate, delegate or share responsibilities in order to maximize time efficiency.

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UNIT II

RESOURCES FOR MEETING FAMILY AND INDIVIDUAL NEEDS

ACTIVITY SHEET II-A4

Education is a life-long process that can help people perform their societal and economic roles. In the chart below list your family members, note the education they have received which help them perform their roles, where they acquired this and where further education could help in performing more efficiently.

FAMILY MEMBER	ROLE PERFORMED	EDUCATION FOR ROLE	WHERE RECEIVED	FUTURE NEEDED EDUCATION

UNIT II

RESOURCES FOR MEETING FAMILY AND INDIVIDUAL NEEDS

ACTIVITY SHEET II-A5

Suggested interview questions:

1. Why did you decide to choose a career that involves helping people in need?

2. Do you think your work actually does help people?

3. What are the different ways in which your work contributes to the quality of life for other people?

4. What are some things you would like to do to help people that you find are not always possible for you to do?

5. Clergy, social workers and people in service organizations are sometimes referred to as "do-gooders." What does this mean to you? Why do people use the term in an unkindly way?

UNIT II

RESOURCES FOR MEETING FAMILY AND INDIVIDUAL NEEDS

ADDITIONAL FACTS AND IDEAS

Caveats in Using Service Delivery Systems

Day Care: Because day care is still a fairly new concept in this country, program standards are not easy to define, and research on the effects of day care are incomplete. Day care providers must be held accountable by the community.

Housing and Related Concerns: Shelter is a basic need that all human beings share. However, housing needs are often most critical at the times when we are least capable of seeking or maintaining housing. In addition, be aware that, for both social and economic reasons, housing owners and housing renters are often adversaries.

In-home Care: When choosing in-home care for yourself or someone in your family, be aware not only of the person's skills but of their compatibility with the person being helped.

Legal Services: Choose legal services carefully. Investigate to be sure that the attorney or other legal representative is knowledgeable in the area in which you need help. Also, clarify the costs involved at the outset.

Protective Services for Children: Unfortunately, assurance of child welfare is sometimes complicated by political and bureaucratic expediencies. Providers of protective services must be held accountable by the community.

Transportation: Access to public transit impacts strongly on the lives of those who cannot afford personal transportation. Do not assume that transit routes and services are necessarily fixed; or incapable of improvement community needs should influence the structure of the transportation system.

Family Planning: Solutions to needs regarding birth control and unrelated services are, of course, value-laden. Different services have different approaches and philosophies about population control, teen-age parenting, and so on. Be aware of how the values affect the service.

Consumer Protection: Because consumer protection services are sparse, the consumer often needs to take responsibility for exacting consumer legislation and following up with consumer complaints.

Education and Training: In addition to parents and peers, the educational system has profound influence on children. Because the system is reported to have many flaws, consumers cannot assume quality education and must examine education as closely as any other service.

Health Services: This system may be the most complex of all delivery systems. It involves many types of personnel in many settings. Americans have become more demanding in terms of quality health care. The consumer has the task of choosing the appropriate and most cost-effective service to meet the specific need. This may mean knowing when a highly specialized medical doctor is required and when a nurse or nurse practitioner is the preferred professional.

Alcohol and Drug Abuse: Credentials are often confusing to assess in this field because people with advanced degrees work along with volunteers and former alcohol or drug abusers who may have no education. Find out if your state requires licensing for workers in this field, and this may help you find a qualified counselor.

Multi-Services for Sub-Populations: Not all minority groups are offered services specifically for them. If so, services must be located within the conventional service systems.

UNIT III

USING SERVICES TO MEET FAMILY AND INDIVIDUAL NEEDS

OVERVIEW

The information and learning activities presented in this unit are designed to help the student make efficient and effective use of Family and Individual Services. Emphasis is placed on understanding the effects of stress on daily life, as well as on the importance of maintaining a septematic approach to problem -solving especially when stressful conditions exist.

To accomplish the objectives of this unit, classroom boundaries are expanded to encompass the community as a whole. Specific community resources are located, and their cost/benefit impact on potential clients is evaluated along with their service capabilities and limitations. Students will explore agency goals, regulations as well as maintenance and follow-up procedures, so that appropriate approaches to specific family and individual need situations can be identified and pursued.

UNIT III

USING SERVICES TO MEET FAMILY AND INDIVIDUAL NEEDS

OBJECTIVE III-A1

The student will be able to define stress and provide examples of factors which contribute to its presence.

TOPICAL OUTLINE	SUGGESTED LEARNING ACTIVITIES	RESOURCES
III. Using Services to Meet Family and Individual Needs A. Understanding Stress	1. Define stress. Discuss its relationship to anxiety, environmental pressure, and significant life events. 2. Refer to the Holmes and Rahe Scale of Life Changes in Unit II. Imagine and describe a year in which your score might fall below 150. Speculate about factors contributing to your good fortune. 3. Identify the most stressful factors you can imagine for a high school student, a senior citizen, a new family in the neighborhood, a person starting a new job. 4. Describe a stressful situation you have experienced and identify the types of support you sought to help you through it.	Books: Barocas, H., Reichman, W. & Schwebel, A.I. Personal Adjustment and Growth: A Life-span Approach New York: St. Martin's Press, 1983. Journals: Holmes, T.H. & Rahe, R.H. The social readjustment scale. Journal of Psychosomatic Research, April 1967, II(2), 213-218. Pamphlets: Under Stress: Keeping Children Safe. Education Development Center, Inc., 55 Chapel St., Newton, MA 02160, 1980. Records: Exploring Childhood. A Case of Family Stress. Education Development Center, Inc., 55 Chapel St., Newton, MA 02160.

OBJECTIVE III-A1 (continued)

TOPICAL OUTLINE

SUGGESTED LEARNING ACTIVITIES

RESOURCES

Audiovisual Materials:

Facing Family Stress, filmstrip. Maclean Hunter Learning Resources, PO Box 4381 Grand Central Station, New York, NY 10017. Summary - Explores dealing with stress through communication and outside help.

DISCUSSION QUESTIONS

1. Is stress caused only by major crises, or can seemingly minor issues be stressful?
2. What is the difference between stress and anxiety?
3. Can causes of stress be joyful as well as tragic? Explain your answer.
4. Debate the following statement: Families are the main source of stress.

NOTES

UNIT III

USING SERVICES TO MEET FAMILY AND INDIVIDUAL NEEDS

OBJECTIVE III-B1

The student will be able to analyze specific family and individual need situations to identify and define the problem(s).

TOPICAL OUTLINE	SUGGESTED LEARNING ACTIVITIES	RESOURCES
III. Using Services to Meet Family and Individual Needs B. Situational Definition 1. Defining the problem(s)	1. Assess a family or individual problem. (Activity Sheet III-B1.) 2. Compare various tools used for assessing problems. (Examples: I.Q. tests, personality tests, achievement tests, Rorshach inkblots, subjective assessments made by professionals.) 3. Define a problem that you feel you have. Define a problem that you feel someone else has.	Books: Barocas, H., Reichman, W., & Schwebel, A.I. Personal Adjustment and Growth: A Lifespan Approach. New York: St. Martin's Press, 1983. (Chapter 6.) Fischer, J. Effective Casework Practice. New York: McGraw Hill, 1978. (Chapter 9.) Audiovisual Materials: Problem Solving: Using Your Head Creatively, filmstrip Human Relations Media, 175 Tompkins Ave., Pleasantville, NY 10570. Summary - Presents problem-solving as a skill which must be developed.

DISCUSSION QUESTIONS

1. How is the definition of a problem affected by the person doing the defining?
2. What kinds of problems are common to all people?
3. If one denies that a problem exists, does it exist?
4. What are the differences between objective, projective and subjective tests?
5. What part does bad luck, chance, or punishment play in causing problems?

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UNIT III

USING SERVICES TO MEET FAMILY AND INDIVIDUAL NEEDS

OBJECTIVE III-B2

The student will be able to analyze specific family and individual need situations to identify and define the need(s).

TOPICAL OUTLINE	SUGGESTED LEARNING ACTIVITIES	RESOURCES
III. Using Services to Meet Family and Individual Needs. B. Situational Definition 2. Defining the Need(s)	1. Refer to the problem assessment done for Activity Sheet III-B1. Use the assessment as a basis for defining the need in that situation. 2. Present the same problem situation to 3 people of various ages and backgrounds. Ask each to identify what they think is needed to solve the problem. Analyze and compare their answers. (Activity Sheet III-B2.) 3. Tune in to the word "need" for a day. Take note of each time you hear a friend or family member mention the word "need." Does their need relate to a specific problem? Which needs are the result of profound problems?	Books: Barocas, H., Reichman, W., & Schwebel, A.I. Personal Adjustment and Growth: A Life-span Approach. New York: St. Martin's Press, 1983. Fischer, J. Effective Casework Practice. New York: McGraw Hill, 1978. Audiovisual Materials: Children in Crisis, filmstrips. Parents Magazine Filmstrips, Communications Park, Box 5000 Mount Kisco, NY 10549 Summary - Explores the effects of various family problems on children. Offers ways to identify potential problems and solutions.

DISCUSSION QUESTIONS

1. How does culture, society, ethnicity, or economic status influence problems and needs?
2. Why must many needs be left unmet?
3. How might you approach a long-term need as opposed to a short-term one?
4. How does one's age or developmental cycle influence needs that arise?

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UNIT III

USING SERVICES TO MEET FAMILY AND INDIVIDUAL NEEDS

OBJECTIVE III-B3

The student will be able to analyze specific family and individual need situations to identify goals and expectations.

TOPICAL OUTLINE	SUGGESTED LEARNING ACTIVITIES	RESOURCES
III. Using Services to Meet Family and Individual Needs B. Situational Definition 3. Goals and Expectations	1. Define the following terms: goal, objective, expectation, criteria. 2. The Smith family has suffered the effects of unemployment. Describe some problems and needs which might arise for the parents, their teenage children, and their child in first grade. Speculate as to how the goals and expectations of each individual will differ in terms of seeking a solution to the problem. 3. Refer to Activity Sheet III-B1. Identify the goals (objectives) and expectations (criteria) for problem resolution. (Activity Sheet III-B3.)	Books: Fischer, J. Effective Casework Practice. New York: McGraw Hill, 1978. (Chapter 6.)

DISCUSSION QUESTIONS

1. How can expectations about the solution to a problem influence the outcome of its implementation?

2. Debate the following statements:

   a. If you think you can do something, then you can.

   b. If you think you can't do something, then you can't.

3. When basic human needs are met, it is likely that people will have goals on a higher level than those that simply ensure survival. What types of goals relate more to personal fullfillment that to survival?

NOTES

UNIT III

USING SERVICES TO MEET FAMILY AND INDIVIDUAL NEEDS

OBJECTIVE III-B4

The student will be able to analyze specific family and individual need situations to identify costs and benefits of various approaches to problem solving.

TOPICAL OUTLINE	SUGGESTED LEARNING ACTIVITIES	RESOURCES
III. Using Services to Neet Family and Individual Needs B. Situational Definition 4. Costs and Benefits a. Time b. Money c. Energy	1. Refer to Activity Sheet III-B1. Explore the time, cost, and energy expenditures involved in approaching the problem in 2 different ways. (Activity Sheet III-B4.) 2. Present plans to the class. Discuss revisions that might make the plans more efficient. 3. Think about the types of delivery systems discussed in Unit II. Evaluate them on the basis of time, money and energy expenditures required in order to use services effectively.	Books: Fischer, J. Effective Casework Practice. New York: McGraw Hill, 1978. Refer to the materials collected on Delivery Systems in Unit II.

DISCUSSION QUESTIONS

1. What are some personal costs or risks - other than money - that are involved in seeking help or services to meet family and individual needs?

2. How might individual problems place demands on the family in terms of time, money, and energy?

3. Some people find that although they have a problem, the problem situation itself produces "secondary gain." What does this mean?

NOTES

UNIT III

USING SERVICES TO MEET FAMILY AND INDIVIDUAL NEEDS

OBJECTIVE III-C1

The student will be able to use personal contacts to locate community resources to meet specific needs.

TOPICAL OUTLINE	SUGGESTED LEARNING ACTIVITIES	RESOURCES
III. Using Services to Meet Family and Individual Needs C. Locating Services 1. Personal Contacts	1. Choose a specific problem situation such as unemployment, emotional illness, child abuse or locating appropriate housing. Develop a list of personal contacts and ask them for help in finding a solution. Share your findings with the class. Evaluate your results. 2. List as many people as you can think of that you are comfortable talking to. Think about some of the contacts they have, as well as any special expertise they possess. Identify the areas in which they might be able to provide others with direct help as well as indirect assistance. 3. Brainstorm to come up with a list of qualities or characteristics that make a person easy to approach about a problem. Make a list of characteristics that make a person difficult to approach.	Personal Contacts: Relatives Friends Teachers Religious leaders Family doctor Class Advisor School Nurse Coach Guidance Counselor

DISCUSSION QUESTIONS

1. Sometimes people don't get help because they don't know where to find it. What are some other reasons people might give for not seeking help?

2. Do you feel that there is a stigma attached to seeking help?

3. How would you describe a strong person? A weak person?

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UNIT III

USING SERVICES TO MEET FAMILY AND INDIVIDUAL NEEDS

OBJECTIVE III -C2

The student will be able to use the telephone directory as a tool for locating community resources to meet specific needs.

TOPICAL OUTLINE	SUGGESTED LEARNING ACTIVITIES	RESOURCES
III. Using Services to Meet Family and Individual Needs C. Locating Services 2. Telephone Directory	1. Study the yellow pages of the telephone directory. Locate a local resource to contact for assistance in each of the following areas: Day care, housing, in-home care for the ill, legal services, protective services, transportation, family planning, consumer protection, education, health services, alcohol and drug abuse, help for the elderly or the handicapped and finding a job. 2. Conduct a telephone interview with one of the agencies you located through the telephone directory. (Activity Sheet III-C2.) 3. Practice good telephone etiquette by role-playing conversations in class. Identify important information that you must include in your conversation so that the person you are speaking to can provide you with the best assistance possible. 4. Compile an emergency phone list to keep by your phone at home to save time in a crisis situation.	

DISCUSSION QUESTIONS

1. What are some advantages of screening individuals or agencies by phone before meeting with them directly? Disadvantages?

2. If a phone book is not immediately available, how might you use the information operator to help you? What are the limitations of the information operators ability to help locate a person or agency?

3. What are some important phone numbers to keep within reach at all times?

4. How would our lives change if telephones were not invented?

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UNIT III

USING SERVICES TO MEET FAMILY AND INDIVIDUAL NEEDS

OBJECTIVE III-C3

The student will be able to use the services of the Chamber of Commerce to locate the community resources to meet specific needs.

TOPICAL OUTLINE	SUGGESTED LEARNING ACTIVITIES	RESOURCES
III. Using Services to Meet Family and Individual Needs C. Locating Services 3. Chamber of Commerce	1. Analyze the Chamber of Commerce. Determine its function, membership, capabilities and limitations. 2. Interview a representative of the Chamber of Commerce. Provide the representative with specific problematic situations and determine which areas they are most and least helpful with. 3. Develop a way to promote Chamber of Commerce resources and services to others.	Speakers: Chamber of Commerce representative

DISCUSSION QUESTIONS

1. How does the Chamber of Commerce provide direct service? Indirect service?

2. What types of individuals comprise the Chamber of Commerce? Who are some specific individuals in your local Chamber of Commerce?

3.

3. Is the Chamber of Commerce a comfortable resource for you to use? A threatening resource? Explain your answers.

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UNIT III

USING SERVICES TO MEET FAMILY AND INDIVIDUAL NEEDS

OBJECTIVE III-C4

The student will be able to use outreach centers to locate community resources to meet specific needs.

TOPICAL OUTLINE	SUGGESTED LEARNING ACTIVITIES	RESOURCES
III. Using Services to Meet Family and Individual Needs C. Locating Services 4. Outreach Centers	1. Contact an outreach center in your community. Identify their goals, services and the population they seek to serve. 2. Develop a public relations strategy to promote the services of an outreach center. After a representative from the center approves your promotional material, distribute it to the population they are trying to reach. 3. Analyze the staff of an outreach center in terms of their qualifications and remuneration for the jobs they perform. What percentage of the staff is made up of volunteer workers? What, if any, special training is provided at the center for this volunteer help? 4. Evaluate an outreach center in the community. (Activity Sheet III-C4.)	Pamphlets: Collect pamphlets, brochures and fliers for outreach centers in the community. Speakers: Outreach center volunteers.

DISCUSSION QUESTIONS

1. Is the primary function of an outreach center direct or indirect service?
2. What limitations to outreach centers have in locating prospective clients?
3. What special qualities must employees of outreach centers possess?
4. Discuss some of the hang-ups individuals may have with confiding personal problems to strangers.

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UNIT III

USING SERVICES TO MEET FAMILY AND INDIVIDUAL NEEDS

OBJECTIVE III-C5

The student will be able to use other agencies and avenues as they exist in the community to locate resources to meet specific family and individual needs.

TOPICAL OUTLINE	SUGGESTED LEARNING ACTIVITIES	RESOURCES
III. Using Services to Meet Family and Individual Needs C. Locating Services 5. Other	1. Define and discuss the following terms in relation to self-help: initiative, hope, perserverance, direction, and resignation. 2. Identify additional profit and non-profit agencies that provide directive services to community members. 3. Survey local service organizations such as the Rotary, the Lions Club, the United Way. 4. Write an article to submit to the school newspaper about locating services in the community.	Books: Katz, A.H. Self-help groups. Encyclopedia of Social Work. Seventeenth Issue, 1977, Vol. II, 1254-1260.

DISCUSSION QUESTIONS

1. What are some of the obstacles specific sub-populations in the community might encounter in finding assistance in solving problems? Consider non-readers, persons with limited English speaking proficiency, the hearing impaired, etc.

2. What resources are available to your community from local T.V. and radio stations?

3. How can people be helped to help themselves?

4. Discuss the concepts of decision-making ability, initiative, perserverance and direction as they relate to self-help.

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UNIT III

USING SERVICES TO MEET FAMILY AND INDIVIDUAL NEEDS

OBJECTIVE III-D1

The student will be able to review an agency's goals and regulations in relation to specific family and individual needs.

TOPICAL OUTLINE	SUGGESTED LEARNING ACTIVITIES	RESOURCES
III. Using Services to Meet Family and Individual Needs D. Review and Evaluation of Potential Services 1. Agency Goals a. Preventive services b. Interventive services	1. Define the following terms: Goal, Preventive Service, Interventive Service. 2. Review the Delivery Systems studied in Unit II. Group the systems according to whether they provide preventive services, interventive services, or a combination of both. 3. Interview a resource person from a service agency. (Activity Sheet III-D1.) Evaluate the agency's capabilities and limitations in providing specific services based on their goals. Determine whether or not agency goals overlap or conflict with those of another agency in your community.	Books: Wittman, M. Preventive Social work. Encyclopedia of Social Work. Seventeenth Issue, Vol. II, 1049-1053.

DISCUSSION QUESTIONS

1. Why is it important to understand an agency's goals as well as your own goals when locating support services?
2. Who determines the policy of an agency?
3. How does policy affect procedure?
4. How do long-term and short-term goals differ?
5. Can an interventive service such as acute in-patient pychiatric care be better used as a preventive service?
6. How might individual agencies collaborate to improve service to clients?

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UNIT III

USING SERVICES TO MEET FAMILY AND INDIVIDUAL NEEDS

OBJECTIVE III -D2

The student will be able to review an agency's policies and regulations in order to determine client eligibility requirements.

TOPICAL OUTLINE	SUGGESTED LEARNING ACTIVITIES	RESOURCES
III. Using Services to Meet Family and Individual Needs D. Review and Evaluation of Potential Services 2. Client Eligibility a. Regulations and policies b. Limitations and capabilities	1. Define the terms: accountability, cost benefit, efficiency, effectiveness, input, output, audit, success and failure. 2. Visit a community service agency to experience the "intake" process. Discuss how you felt as the client. Were you eligible for services? 3. Review literature from selected community agencies to determine how clearly their services, policies and regulations are explained. 4. Identify limitations of selected community agencies in terms of staff, time, money, legalities and other resources.	Pamphlets: Taubenhaus, M. The Rights of Patients. Public Affairs Pamphlet No. 535. New York: Public Affairs Committee, 1976.

DISCUSSION QUESTIONS

1. Are sliding-scale payment policies for services rendered fair practice?

2. Can refusing service to a client be legal and yet unethical?

3. What are the possibilities of various agencies closing due to cutbacks in government spendings? Speculate about the possible ramifications to clients as well as employees if this were to happen. Consider the fact that needs may still exist, even though the services available to help meet them no longer exist.

4. Is an organization accountable to its clients or to its funding source?

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UNIT III

USING SERVICES TO MEET FAMILY AND INDIVIDUAL NEEDS

OBJECTIVE III-D3

The student will be able to identify and describe preventative maintenance and follow-up procedures that may be used by agencies, individuals and families.

TOPICAL OUTLINE	SUGGESTED LEARNING ACTIVITIES	RESOURCES
III. Using Services to Meet Family and Individual Needs D. Review and evaluation of Potential Services 3. Preventive Maintenance and Follow-up	1. Interview community service representatives to determine whether they build in maintenance and follow-up procedures. If so, discover how this is accomplished, and who is responsible for this procedure. If not, determine the reasons for omitting this procedure. 2. List and define types of feedback agencies use. 3. Refer to Activity Sheets B1-2-3-4. Develop a plan for follow-up that would help to insure continued resolution of the problem. 4. Discuss the ways in which human services organizations are accountable.	Books: Fischer, J. Effective Casework Practice. New York: McGraw Hill, 1978.

DISCUSSION QUESTIONS

1. Why do many service agencies fail to maintain welfare?
2. How is internal evaluation different from external evaluation? Which is more objective and why?
3. What are some of the drawbacks of self-reporting?
4. What are the advantages of feedback for the client, the agency itself, the funding source?

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UNIT III

USING SERVICES TO MEET FAMILY AND INDIVIDUAL NEEDS

ACTIVITY SHEET III-C4

Evaluation: Write a paragraph evaluating the outreach program which you investigated. Include the following points in your evaluation:

1. Is the name appropriate? Does it tell what the agency offers?
2. Does the agency serve a useful purpose in your community?
3. Explain your response. Relate how the services available through the agency meet the needs of people or groups in the community.
4. Describe how well established the agency is in the community. Is it known and respected?
5. Describe how convenient the location of the agency is to people who would need the services. Is the building accessible to handicapped persons?
6. What are the qualifications of the people administering the program?
7. Are the sources of funding sufficient to the services delivered?

UNIT III

USING SERVICES TO MEET FAMILY AND INDIVIDUAL NEEDS

ACTIVITY SHEET III-D1

Suggested questions to use in interviewing a community agency resource person.

1. Name of the community agency.
2. The name of the person being interviewed and position he holds.
3. What is the purpose of this agency?
4. What types of services are available through this agency?
5. What kinds of people are helped by this agency?
6. How is the agency funded? How?
7. How long has this agency and its programs been available in the community?
8. If persons were in need of a service from this agency who should they contact? What is the address and phone number?

UNIT III

USING SERVICES TO MEET FAMILY AND INDIVIDUAL NEEDS

ACTIVITY SHEET III-B1-2-3-4

Complete this assessment sheet as you proceed through this section on situational definition.

Problem as you see it today: _____

_____

How long has this problem existed? What led up to it? _____

_____

What are the consequences of this problem? Who is affected by it? _____

_____

_____

What other problems or disadvantages does this person (or family) have? Are the problems related? _____

_____

_____

_____

What strengths or advantages does this person (or family) have? _____

_____

_____

What has been done to try and solve the problem? _____

_____

What would you see as the criteria (expectations) for problem recollection? What is the goal (objective)?

_____

ACTIVITY SHEET III-B1-2-3-4 (continued)

Plan of action to solve or partially alleviate the problem: _____

Suggestion 1 - _____

Suggestion 2 - _____

Suggestion 3 - _____

How are these suggestions alike and how do they differ? _____

_____

_____

_____

Rate the 3 suggestions. How do they compare with your problem-solving plan? _____

_____

_____

_____

Rate the 3 suggestions (and your own plan) with regard to expenditures of time, money, and energy. What are the costs and benefits? _____

_____

_____

_____

UNIT III

USING SERVICES TO MEET FAMILY AND INDIVIDUAL NEEDS

ACTIVITY SHEET III-D1

Sample questions

1. What is your position with this organization?
2. What is the mission of this organization? What are its mandated goals?
3. In what ways is this service interventive?
4. In what ways, if any, is it preventive?
5. Is there ever any confusion about what the explicit and implicit goals are? Where do conflicts or overlap lie?

Agency (Type/resource Person interviewed)	Stated Agency Goals	Preventive Services	Interventive Services	Conflicts in Implementing Agency Goals

UNIT IV

CAREER LADDERS IN FAMILY AND INDIVIDUAL SERVICE FIELDS

OVERVIEW

The information and learning activities presented in this unit are designed to help the student explore the general issues of career choice while developing a broad-based understanding of employment opportunities in Family and Individual Service Fields. After becoming acquainted with the general skills, aptitudes, interests and personality characteristics desirable for volunteers and employees in the helping professions, students explore the occupationally-specific field(s) of their choice along a vertical plane. Requirements, responsibilities, and opportunities for trainees, associate level workers, professionals and advanced professionals as well as for volunteers are considered.

Students are encouraged to consider the ramifications of career choice both on and off the job. Factors such as qualifications, working conditions, income level and job responsibilities become intertwined with personal expectations regarding life styles, leisure time activities, mobility, and status. Personal criteria for accepting or rejecting potential career choices evolve through the exploration process.

UNIT IV

CAREER LADDERS IN FAMILY AND INDIVIDUAL SERVICE FIELDS

OBJECTIVE IV-A1

The student will be able to identify the skills and aptitudes desirable for persons employed in Family and Individual Service Fields.

TOPICAL OUTLINE	SUGGESTED LEARNING ACTIVITIES	RESOURCES
IV. Career Ladders in Family and Individual Service Fields A. Orientation 1. Skills and aptitudes	1. Define and discuss the following terms: Skill, Aptitude, Ability, Knowledge, Achievement. 2. Review the classified section of your local newspaper and collect want ads for positions in the community service field. Collect and review job descriptions for diverse positions in community service agencies. Identify the skills and aptitudes highlighted in the ads and job descriptions. 3. Visit the career resource center in your school system. Become acquainted with their services and use their facilities and resources. Research the skills and aptitudes required by those who enter these Family and Individual Service Fields: physicians, psychologists, nurses, social workers, teachers, police officers, firefighters, sanitation workers. 4. Review the services in your own community Determine if the career areas listed above are represented in your community. Add to the list other careers which involve Family and Individual Service, and research the skills and aptitudes needed. 5. Invite a vocational guidance counselor to class to discuss the issues of career choice.	Books: Blake, R. Social Work: A Rewarding Career. Springfield, Illinois: Charles C. Thomas publisher, 1982. Bolles, K.N. What Color is Your Parachute? Berkeley, Calif: Ten Speed Press, 1981. (Updated annually, a popular book for the job-seeker.) Hopke, W.E. The Encyclopedia of Careers and Vocational Guidance, Vol II, Careers and Occupations. Chicago: Ferguson Publishing, 1975. U.S. Dept. of Labor. Occupational Outlook Handbook. (Available in most libraries, updated every two years by the Dept. of Labor.) Describes a variety of occupational fields, the nature of the work, places of employment, training requirements, and employment outlook.

SUGGESTED LEARNING ACTIVITIES

6. Identify your personal strengths and weaknesses. How do they relate to the skills and aptitudes required for careers in human services? Which would you want or need to improve? Begin completing Activity Sheet IV-A1-6.

DISCUSSION QUESTIONS

1. The terms Family and Individual Service might be used interchangeably with the terms Community Services or Human Services. Discuss the connotations of all of these terms. Can you think of other labels for service work that mean virtually the same thing?

2. How can one gain experience in a community service field in order to determine if he/she has the required skills or aptitude?

3. There are a variety of career areas within community service. What is it, if anything, that they have in common, in terms of skills or aptitude?

4. Are skills and aptitudes inherent in one's personality, learned through experience, or a combination of both?

5. Educators often use the term "Basic Skills." Are the basics of equal importance for everyone? Are there intangible as well as tangible basic skills?

NOTES

RESOURCES

Audiovisual Materials:

Careers in Child Care and Youth Guidance, 4 filmstrips. Maclean Hunter Learning Resources. P.O. Box 4381, Grand Central Station, New York, NY 10017. Summary - Introduces students to the skills required for the wide range of career possibilities in education, family planning, day care and community health.

Exploring Careers in Child Care, 11 filmstrips and cassette programs. Career Aids Inc. 8950 Lurline Ave., Dept. Y, Chatsworth, CA 91311. Summary - Explores career opportunities in schools, child welfare, adoption, hospitals, and health care facilities as well as social work.

UNIT IV

CAREER LADDERS IN FAMILY AND INDIVIDUAL SERVICE FIELDS

OBJECTIVE IV -A2

The student will be able to identify the individual interests and personality characteristics desirable for persons employed in Family and Individual Service Fields.

TOPICAL OUTLINE	SUGGESTED LEARNING ACTIVITIES	RESOURCES
IV. Career Ladders in Family and Individual Service Fields A. Orientation 2. Individual Interests and Personality Characteristics	1. After viewing Self-assessment: A Tool for Career Decision, develop an informal personality inventory. Use it to identify careers that might give you satisfaction based on your temperament, interests and values. 2. Interview workers from various service occupations. Attempt to discover how they came to work in community service, how they evaluate their own personalities and how they feel they are viewed by others. Also discover how these people spend their time when they are not on the job and how their work influences their avocational interests. 3. Compare and contrast workers in various occupations regarding their personal interests and personality characteristics. Study Activity Sheet IV-A2-3. Use the categories on this sheet to classify the occupations listed in learning activity #3 in IV-A1. 4. Continue completing Activity Sheet IV-A1-6.	Books: Barocas, H., Reichman, W., & Schwebel, A.I. Personal Adjustment and Growth: A Life-Span Approach. New York: St. Martin's Press, 1983. (Instructor's manual, chapter 11.) Holland, J.L. The Self-Directed Search. Palo Alto, CA: Consulting Psychologists Press, 1977. Holland, J.L. Making Vocational Choices: a Theory of Careers. Englewood Cliffs, NJ: Prentice-Hall, 1973. Audiovisual Materials: Careers and Values: Understanding the Choices, 2 filmstrips. Sunburst Communications, Room T, 39 Washington Ave., Pleasantville, NY 10570. Summary - Explores the meaning of career values, assessing values and relating them to career choices.

DISCUSSION QUESTIONS

1. Are some people unsuited to perform Family and Individual Service work? Justify your answer.

2. What personality characteristics might be valuable in doing one community service job but detrimental in doing another?

3. Do you believe that a person's "interests" are the best guide in making a career choice?

4. What are some of the personality characteristics that you think are necessary for individuals working in these career areas: physician, psychologist, social worker, teacher?

5. What are some of the trade-offs people make when choosing a career?

6. Can a person be too "nuturing" to choose a career in the Family and Individual Service Field?

7. How might what a person does on the job affect what that person does off the joo?

NOTES

RESOURCES

Self-Assessment: A Tool for Career Decision, 3 filmstrips. Sunburst Communications, Room T, 39 Washington Ave., Pleasantville, NY 10570. Summary - Explores the self-assessment process as related to choosing careers that lead to job satisfaction.

UNIT IV

CAREER LADDERS IN FAMILY AND INDIVIDUAL SERVICE FIELDS

OBJECTIVE IV-B1

The student will be able to describe the typical functions and educational requirements of Aides or Trainees employed in Family and Individual Service Fields. :: Aide or Trainee.

TOPICAL OUTLINE	SUGGESTED LEARNING ACTIVITIES	RESOURCES
IV. Career Ladders in Family and Individual Service Fields B. Employment Levels 1. Trainee or Aide (no formal post-secondary education)	1. Refer to the Family and Individual Services career list you have researched. Explore the list to determine where trainees or aides might be employed, and what their duties, opportunities, and income might be. 2. Interview any of the following: a nurse's aide, a librarian's assistant, a teacher's aide, or other trainee/aide who is working in community service. Describe how their work contributes to the overall service. Share information obtained with the class. 3. Continue completing Activity Sheet IV-A1-6.	Books: Barocas, H., Reichman, W., & Schwebel, A.I. Personality Adjustment and Growth: A Life-Span Approach. New York, St. Martin's Press, 1983. (Chapter 11). U.S. Dept. of Labor, Occupational Outlook Handbook. U.S. Government Printing Office, Washington, D.C. 1983. Audiovisual Materials: Beyond High School, Sunburst Communications, Room T, 39 Washington Ave., Pleasantville, NY 10570. Summary - Provides non-college-bound student with tools for making intelligent choices of career and career training. Is There Life After High School? Planning Your Future, 3 filmstrips, Guidance Associates, Communications Park, Box 3000, Mt. Kisco, NY 10549. Summary - A comprehensive overview of options available to students after they graduate from high school; covers all levels of employment.

DISCUSSION QUESTIONS

1. Are aides and trainees necessary to the Family and Individual Service Field?

2. Does their lack of formal education prevent them from making a significant contribution to families or individuals in need of service?

3. How do the job responsibilities differ between: teacher/teacher's aide; nurse/nurse's aide; social worker/case aide? Compare other entry levels jobs and their professional counter-parts.

4. There are many issues which must be considered in making a career choice. Community service professionals and entry level workers may function in the same workplace but with differing status, pay, and responsibilities. In what ways is it possible for the aide to be as satisfied as the professional on the job?

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UNIT IV

CAREER LADDERS IN FAMILY AND INDIVIDUAL SERVICE FIELDS

OBJECTIVE IV-B2

The student will be able to describe the typical functions and educational requirements of Associate level employees in Family and Individual Service Fields.

TOPICAL OUTLINE	SUGGESTED LEARNING ACTIVITIES	RESOURCES
IV. Career Ladders in Family and Individual Service Fields B. Employment Levels 2. Associate (Associate Degree)	1. Refer to your Family and Individual service career list. Determine the areas, if any, in which people with associate degrees might be employed. What might their duties, opportunities, and income be. 2. Explore the community colleges, junior colleges, and other colleges/universities in your region. Determine what associate degree programs are offered in community service fields. 3. Continue completing Activity Sheet IV-A1-6.	Catalogs and Pamphlets: High School Guidance Departments, School and Community Libraries, Community and Junior College Admissions Offices. Resource Persons: Guidance Counselors, Financial Aide Advisors

DISCUSSION QUESTIONS

1. Which community service occupations recognize associate level workers?

2. Describe educational requirements that would promote career mobility for the associate level worker.

3. How can the associate level degree be combined with work experience (on-the-job training) to produce an employee who is as qualified as someone with more formal education? Might they be more qualified?

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UNIT IV

CAREER LADDERS IN FAMILY AND INDIVIDUAL SERVICE FIELDS

OBJECTIVE IV-B3

The student will be able to describe the typical functions and educational requirements of Professionals employed in Family and Individual Service Fields.

TOPICAL OUTLINE	SUGGESTED LEARNING ACTIVITIES	RESOURCES
IV. Career Ladders in Family and Individual Service Fields. B. Employment Levels 3. Professional (Bachelor's Degree)	1. Refer to your Family and Individual Service career list. Determine in what areas the bachelor's degree is required, as well as the duties, opportunities, and income of these occupational levels. 2. Explore the colleges and universities in your region. Determine the types of degree programs offered in community service. 3. Continue completing Activity Sheet IV-A1-6. 4. Ask a teacher, a social worker, a physician, a nurse, a librarian, a police officer, and a lawyer, to define the term "profession". Compare their responses.	Catalogs and Pamphlets: High School Guidance Dept., School and Community Libraries, Colleges and University Admissions Offices Audiovisual Materials: What to Expect at College. 2 filmstrips. Guidance Associates, Communications Park, Box 3000, Mt. Kisco, NY 10549. Summary - A college orientation to help high school students prepare for the experience. Which College for You? 2 filmstrips, Guidance Associates, Communications Park, Box 3000, Mt. Kisco, NY 10549. Summary - An examination of the various collegiate options available to students.

DISCUSSION QUESTIONS

1. In addition to aptitude for or interest in a career area, what skills or strengths does one need in order to attend and complete college?

2. How is "profession" defined? What is a "semi-profession"?

3. Describe how educational requirements and job responsibilities of professionals differ from trainees or aides and associate level workers within specific employment categories.

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UNIT IV

CAREER LADDERS IN FAMILY AND INDIVIDUAL SERVICE FIELDS

OBJECTIVE IV-B4

The student will be able to describe the typical functions and educational requirements of Advanced Professionals employed in Family and Individual Service Fields.

TOPICAL OUTLINE	SUGGESTED LEARNING ACTIVITIES	RESOURCES
IV. Career Ladders in Family and Individual Service Fields B. Employment Levels 4. Advanced Professional (Master's Degree)	1. Refer to your Family and Individual Service career list. In what areas might a graduate degree alter duties, opportunities, and income? 2. Explore the colleges and universities in your region. Determine types of graduate or advanced study programs offered in Family and Individual Service fields. 3. Write your own "ideal" resume as you would wish it to read years from now. Decide what degree level, if any, you would wish to attain. Think about the obstacles and constraints that can arise. 4. Continue completing Activity Sheet IV-A1-6.	Books: Going to College in New Jersey New Jersey State Department of of Higher Education, Trenton, NJ 08607. (Updated annually) Catalogues and Pamphlets: School and Community Libraries. Graduate School Admissions Offices Audiovisual Materials: Career Values: What Really Matters To You? 5 filmstrips. Guidance Associates, Communications Park, Box 3000, Mt. Kisco, NY 10549. Summary - Encourages students to explore career related values and analyze them in terms of personal development.

DISCUSSION QUESTIONS

1. Which Family and Community service occupations carry more status and income than others?

2. How do the educational levels of employees influence their contributions to community, family or individual welfare?

3. Do you believe that people who work to serve the community should sacrifice status, income, or working conditions for the good of the community?

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UNIT IV

CAREER LADDERS IN FAMILY AND INDIVIDUAL SERVICE FIELDS

OBJECTIVE IV-B5

The student will be able to describe the typical functions and educational requirements typical of Volunteers working in Family and Individual Service Fields.

TOPICAL OUTLINE	SUGGESTED LEARNING ACTIVITIES	RESOURCES
IV. Career Ladders in Family and Individual Service Fields. B. Employment Levels 5. Volunteer (varying educational experience)	1. Refer to your Family and Individual Service career list. How are the services of volunteer workers used? 2. Invite a community service volunteer to visit your class. Determine what motivates someone to donate their time and skills without recompense. 3. Explore your community in order to identify specific volunteer opportunities. Develop a list that includes name, address and phone number of agency, contact person, background requirements or potential volunteers, and a description of their functions and responsibilities. Update periodically. 4. Continue completing Activity Sheet IV-A1-6.	Books: Sieder, V.M., & Kirshbaum, D.C., Volunteers, Encyclopedia of Social Work, Vol. II, Seventeenth Issue, 1582-1590.

DISCUSSION QUESTIONS

1. What would motivate you to volunteer your time and energy in community service?
2. What can volunteers provide that is different from the paid worker?
3. Is there any justification or evidence that volunteers take jobs away from those who need them?
4. Have you, or has someone in your family, ever been helped by a volunteer? What did their help mean to you or your family member?
5. How can volunteerism lead to a paid career?

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EXAMPLE

UNIT IV

EXAMPLE

CAREER LADDERS IN FAMILY AND INDIVIDUAL SERVICE FIELDS

ACTIVITY SHEETS IV-A1-6

Name: _____

Directions: Choose at least three (3) human service field careers that you think might be of interest to you. Study them as you proceed through the career ladders section of this course.

I. Job Title: Psychiatric Social Worker

A. Required Aptitude and Skills: Social verbal, diagnostic, empathy, active listening and documentation/ record keeping.

B. Required Personality Characteristics: Emotional strength to cope with a variety of psychological problems and personality types.

C. Your Aptitude, Skills and Personality Characteristics: I have alot of emotional stamina and wish to help people with problems of this type.

II. Employment Available, by Job Title and Educational Level of Entry: Volunteer - no specific education requirement, Trainee/Aide - on the job training, Associate - entry level professional, Professional - BA in Social Work, Advanced Professional - MA, or Ph.D. in Social Work.

A. Title(s) you prefer: Associate or Professional

B. Advantages: It will be rewarding to me.

C. Disadvantages: It will take a long time to reach this level since I will start as a trainee with low pay and little security.

UNIT IV

CAREER LADDERS IN FAMILY AND INDIVIDUAL SERVICE FIELDS

ACTIVITY SHEETS IV-A1-6

Name: _____

Directions: Complete this Activity Sheet for each of the three (3) human service fields you have selected. Use the example as a guide. Complete all sections to your best ability.

I. Job Title: _____

A. Required Aptitude and Skills: _____

B. Required Personality Characteristics: _____

C. Your Aptitude, Skills and Personality Characteristics: _____

II. Employment Available, by Job Title and Educational Level of Entry: _____

A. Title(s) you prefer: _____

B. Advantages: _____

C. Disadvantages: _____

UNIT IV

CAREER LADDERS IN FAMILY AND INDIVIDUAL SERVICE FIELDS

ACTIVITY SHEETS IV-A1-6

Name: _____

Directions: Complete this Activity Sheet for each of the three (3) human service fields you have selected. Use the example as a guide. Complete all sections to your best ability.

I. Job Title: _____

A. Required Aptitude and Skills: _____

B. Required Personality Characteristics: _____

C. Your Aptitude, Skills and Personality Characteristics: _____

II. Employment Available, by Job Title and Educational Level of Entry: _____

A. Title(s) you prefer: _____

B. Advantages: _____

C. Disadvantages: _____

UNIT IV

CAREER LADDERS IN FAMILY AND INDIVIDUAL SERVICE FIELDS

ACTIVITY SHEETS IV-A1-6

Name: _____

Directions: Complete this Activity Sheet for each of the three (3) human service fields you have selected. Use the example as a guide. Complete all sections to your best ability.

I. Job Title: _____

A. Required Aptitude and Skills: _____

B. Required Personality Characteristics: _____

C. Your Aptitude, Skills and Personality Characteristics: _____

II. Employment Available, by Job Title and Educational Level of Entry: _____

A. Title(s) you prefer: _____

B. Advantages: _____

C. Disadvantages: _____

FACT SHEET/ACTIVITY SHEET IV-A2-3

Present each category to the class and ask them to list the occupations which seem appropriate to each category. Emphasize human services. Must one pursuing a human services career necessarily fit in the S-type category?

The descriptions match personality type with occupation and are adapted by Barocas, Reichman, and Schwebel (Personal Adjustment: A Life-Span Approach) from the Strong-Campbell Interest Inventory Computerized Protocol, Minicomp Corporation, Englewood, Colorado.

Realistic (R) - Extreme R-types are people who like to work with their hands; they have good physical skills. They see themselves as agressive, practical and rugged. These people prefer to deal with tangible, concrete problems rather than with abstract ideas or people. They are more comfortable working with tools than with words. (Mechanics, engineering, and agriculture are realistic occupations.)

Investigative (I) - Extreme I-types are individuals who prefer to work with their minds; they are task-oriented, and enjoy abstract problem and values, and prefer to organize and think about ideas rather than work with people or things. (Science and scientific activities characterize investigative occupations.)

Artistic (A) - Extreme A-types are more creative than any other type: they need avenues for self-expression through their work. They prefer unstructured, autonomous work environments, and often are most comfortable working alone. (Music, drama, writing, and performing and graphic arts are artistic occupations.)

Social (S) - Extreme S-types like to work with and for others, they prefer direct verbal contact with people. S-types often have good verbal skills and like to use these interpersonal skills in safe working environments. They usually avoid mechanical and scientific work settings. They are usually responsible and group oriented. (Teaching and counseling are social occupations.)

Enterprising (E) - Extreme E-types are individuals who use their verbal skills to persuade or lead others. They are sure of themselves, and like to convince others of their point of view. They like to work with others as a leader rather than as a team member, and usually avoid manual or scientific work environments. (Enterprising people often work in law, politics, business, and sales.)

Conventional (C) - Extreme C-types prefer traditional, routine kinds of work. They like structure and organization, and would be uncomfortable in ambigious situations. They like to know what is expected, and are unhappy with change or inconsistency. (Conventional people work well with numbers and finances, and often choose occupations such as bookkeeper, secretary, and bank teller.

FACT SHEET

Work: Any activity by which a person actively contributes to the productivity or well-being of society; this includes paid employment, the homemaker, volunteers, and students.

Vocational counselors: Professionals who help people to explore their own thoughts, attitudes, and abilities, offer them feedback about themselves as well as facts about the economic environment, and help them in the career choice process.

Kuder Occupational Survey; Strong-Campbell Interest Inventory: Vocational interest tests which compare the interests of successful people in a variety of occupations to help career-seekers connect their interests with broad career categories.

Definitions: Barocas, H., Reichman, W., & Schwebel, A.I. Personal Adjustment and Growth: A Life-Span Approach. New York: St. Martin's Press, 1983.

Basic occupational categories listed by the Occupational Outlook Handbook purlished by the Department of Labor:

Administrative and managerial occupations
Engineers, surveyors, and architects
Natural scientists and mathematicians
Social scientists, social workers, religious workers, and lawyers
Teachers, librarians, and counselors
Health diagnosing and treating practitioners
Registered nurses, pharmacists, dietitians, therapists, and physician assistants
Health technologists and technicians
Writers, artists, and entertainers
Technologists and technicians, except health
Marketing and sales occupations
Administrative support occupations, including clerical
Service occupations
Agricultural and forestry occupations
Mechanics and repairers
Construction and extra active occupations
Production occupations
Transportation and material moving occupations
Helpers, handlers, equipment cleaners, and laborers
Military occupations